SAMPLE COPY

The PENTATHLON

Vol. I OCTOBER, 1928 No. 1

Library Wellesley College,
c/o Julia Knowlton,
Dept. of Hygiene,
Wellesley, Mass.

Health - Play
Physical Education
Athletics - Leisure

Journal of THE MIDDLE WEST SOCIETY OF PHYSICAL EDUCATION

Published at ANN ARBOR, MICHIGAN

LIBRARY
DEPARTMENT OF HYGIENE AND PHYSICAL EDUCATION
WELLESLEY COLLEGE

4582-41

DODGE & ASCHER, INC.

35 E. WACKER DRIVE CHICAGO, ILL.

CHICAGO'S LARGEST MANUFACTURERS OF HIGH GRADE ATHLETIC TROPHIES

All dies on the series medals pictured below were cut in the summer of 1928 and are the most perfectly formed figures in America.

SERIES B MEDALS

Series B Medals are furnished for any sport or athletic event. Gold Filled, $2.65; Sterling Silver, $1.95; Bronze, $.50; Gold Plated, $1.00; Silver Plated, $.80. Add $.10 each for silk fobs attached to medals and $.15 each for silk lined boxes.

SERIES C MEDALS

Genuine Bronze Trimmed Placque, Walnut or Mahogany background; furnished for any sport.

Price includes raised lettering in top plate. Write for our placque catalog showing various sizes and designs.

GENUINE BRONZE SHIELDS

Size 20 inches.

Single Athletic Figure in center, price $12.00; double Athletic Figure in center, price $14.00.

SERIES C PANEL INSERTS

Furnished for any sport or event. Gold Filled, $2.75; Sterling Silver, $2.25; Bronze, $.75; Gold Plated, $1.50; Silver Plated, $1.35. Add $.10 each for silk fobs attached to medals and $.15 each for silk lined boxes.

SERIES A MEDALS

Series A Medals are furnished for any athletic or literary event. Gold Filled, $1.75; Sterling Silver, $1.50; Bronze, $.45; Gold Plated, $.85; Silver Plated, $.65. Add $.10 each for silk fobs attached to medals and $.15 each for silk lined boxes.

GV
201
P45
v. 1

The PENTATHLON

ELMER D. MITCHELL, Editor

Vol. I. OCTOBER, 1928 No. 1.

The Middle West Society of Physical Education

OFFICERS FOR 1928-1929

President: L. M. Post, Detroit.

Vice-President: Miss Mabel Lee, University of of Nebraska.

Secretary-Editor: Elmer D. Mitchell, University of Michigan.

Retiring President: E. C. Delaporte, Chicago.

Normal School Section

Chairman: W. P. Bowen, *Michigan State Normal*, Ypsilanti.

Secretary: Lydia Clark, Ohio State University.

Public School Section

Chairman: Floyd Rowe, Cleveland.

Secretary: Ruth Murray, Detroit Teachers' College.

Women's College Section

Chairman: Miss Gertrude Manchester, Ohio Wesleyan.

Secretary: Miss Dorothy Sumption, Ohio State University.

Men's College Section

Chairman: Dr. Dudley D. Reed, University of Chicago.

Private School Section

Chairman: Deyo Leland, John Burroughs School, St. Louis.

Secretary: Miss Marie E. Hjermstad, Roycemore School, Evanston, Ill.

Playground and Recreation Section

Chairman: Herbert G. Reynolds, South Park Commissioners, Chicago, Ill.

Secretary: Clarence Brewer, Commissioner of Recreation, Detroit.

Industrial Section

Chairman: John H. Gourley, Recreation Council, Cleveland, Ohio.

Secretary: Herbert G. Reynolds, South Park Commissioners, Chicago.

Y. M. C. A. Section

Chairman: P. J. Lee, Metropolitan Y. M. C. A., Detroit.

Secretary: R. A. Allen, Chicago Y. M. C. A.

Y. W. C. A. Section

Chairman: Miss Bernice Miller, 203 North Wabash, Chicago.

Secretary: Miss Vera Barger, 1620 Prospect, Cleveland.

Scout Section

Chairman: H. W. Dickes, East Chicago, Indiana.

Secretary: E. A. J. Wright, Detroit Public Schools.

TABLE OF CONTENTS

PAGE

Jesse F. Williams: *Physical Education Viewed from the Standpoint of Education* 3

J. E. Rogers: *What Schoolmen Expect of Physical Education* 7

Elroy Guckert: *Leisure-Time Activities in Soviet Russia* 10

V. K. Brown: *Close-Ups of the Olympic Games* 12

Editorial: *Introducing the Pentathlon* 14

E. E. Wieman: *Some Suggestions on Football Line Play* 15

Marianne Bard: *School Circuses and Pageants* 18

Earl Riskey: *Progression in Tumbling Stunts and Acts* 20

Charles Hoyt: *Training a High School Football Team* 24

Marguerite Behrensmeyer: *Practicing Health Habits at School* 26

Lloyd Olds: *High School Cross-Country Running* 30

John Johnstone: *Fencing Adapted to Mass Drill* 32

Our Contributors 44

Index to Advertisers 44

The PENTATHLON

P. O. Box 362, Ann Arbor, Michigan

Published monthly from October to May inclusively (8 issues). Mid-West Society Members' subscriptions are covered by their dues.

Annual subscription, One Dollar ($1.00)

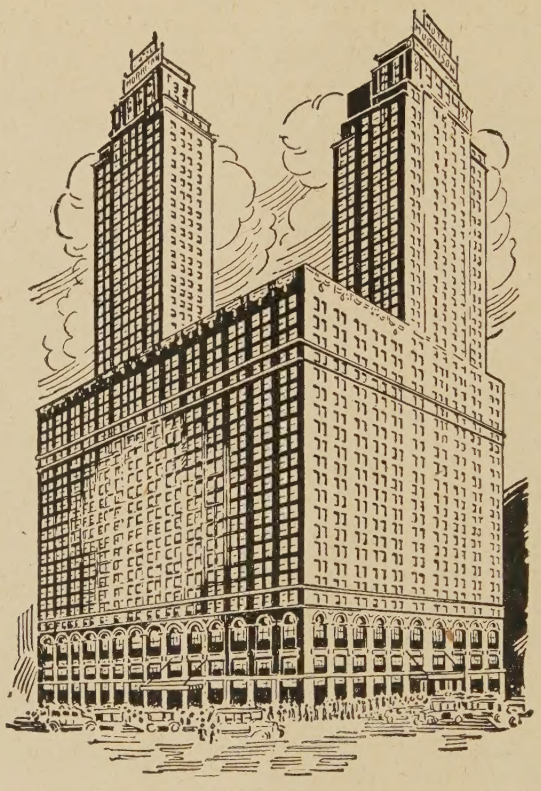
Single copies 25c

Special rates on quantity orders and reprints.

Copyright 1928, by the Middle West Society of Physical Education. Application for entry as second class matter made at the Post Office of Ann Arbor, Michigan.

475284

137228



MORRISON HOTEL

and

TERRACE GARDEN

Clark and Madison Streets
Chicago, Illinois

Physical Education Viewed from the Standpoint of Education

JESSE FEIRING WILLIAMS, M.D.,

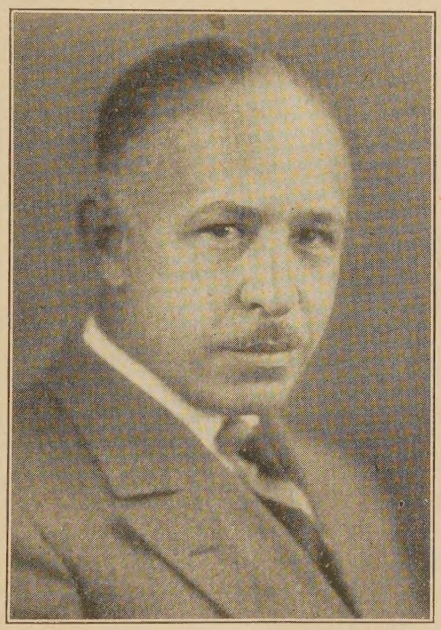
Professor of Physical Education, Columbia University

(Mid-West Convention Address)

WHAT do educators think of physical education in the schools? What they think determines the nature and scope of the program.

Phrasing the Subject

In the United States, ever since the Physical Training Conference at Boston in 1889, the ideas of educators regarding the aim and objectives of physical education have influenced profoundly what the specialists in the field attempted to do.



DR. JESSE FEIRING WILLIAMS

You will recall that at that conference there were gathered together the important educators of the day under the chairmanship for the conference of the Commissioner of Education, William H. Harris. They asked the experts in Physical Education to attend and to make proposals regarding a rather deplorable situation in the schools owing to a futile effort to train disembodied spirits. Many proposals were made, but before a report was prepared the educators of the conference laid down what appeared to these practical men to be fundamental conditions. First, they said in effect that any physical education proposed must be suited to school conditions that existed, and since education of children could only go on in a school building any proposal made must be suited to the schoolroom.

Moved by inferiority sentiments in the presence of such an august body, the specialists agreed, and reported that they had systems that could be taught right in the classroom.

Not so fast, counselled the educators. There is a second condition. We must have something that not only can be taught in the classroom but also that will not require trained teachers.

Precisely! agreed the specialists. What we propose can be taught by anyone.

Yes, but there is another condition, countered the educators. This physical education must not only be adapted for teaching by the untrained person but it must require no equipment.

Exactly, agreed the specialists. This that we propose requires nothing. There was no daunting the enthusiasts of those days.

But one final condition was laid. This is all very well, noted the educators, but for the development of physical vigor in our boys and girls and for fostering desirable social and moral qualities, we require not only work done in the classroom, taught by an untrained teacher, without equipment, but also it must not take any time.

Now that was difficult. Conceivably, some time was needed for this program. How much? One superintendent of schools proposed two minutes a day. This seemed hardly excessive and yet hardly long enough to satisfy the requests of the experts. Ulti-

mately, it was agreed that ten minutes a day should be recommended, and so what educators thought about physical education in 1889 determined for years that physical education in the schools should consist of ten minutes a day of exercises taught in the classroom by an untrained teacher, using no equipment. Antiseptic requests always produce a sterilized program, and the reagents of 1889 gave us the chemistry of physical education for a generation.

Now what educators think of physical education today is important because of the many proposals to exploit the field of physical education. I suggest, therefore, that we first mention some of the problems in the field that you must help guide to solution, and in the second place that we examine the educational basis of physical education.

Problems

What do educators think of the extension of military drill into the high schools? Many are asleep regarding the significance of what is going on in the colleges. Will they slumber through the high school situation also?

It should be clear at the start that the continental European systems of physical education were always militaristic. In many places and in various ways you will find in the United States a military aspect to physical education. The disciplinary drills of the squad or class were patterned both in terminology and in content upon the stated needs of military authorities.

Now physical education in its development in the last fifteen years has cut clean away from this military background. It has been concerned with other purposes about which I shall speak later, but has always had to protect its flank from the attack of the military group.

A new policy is spreading among our high schools. Before the war there was no military training administered by the War Department in public high schools. The "Army List and Directory" for December 1, 1916, shows no army officers detailed to such work. The Directory for January 1, 1927, lists 83 high schools as giving government-aided military training and 82 regular army officers as detailed for the instruction. The junior units of the R. O. T. C. enroll 38,330.

Aside from the importance of this problem in relation to international peace, this extension of the military into the public schools is invariably at the sacrifice of physical education time in the schedule. Where military drill is voluntary it may be taken in lieu of the requirement in physical education. Its extension into the high school means a curtailment of the developmental activities so important in this period of growth. I could cite to you opinions of numerous experts testifying to the inadequacy of military drill for biological development, and would if time permitted.

What as educators do you think of the separation of school physical education and the play life of children?

When people think of physical education as an aspect of military training, or as a corrective agency to make up for the hazards of mental training, or as a disciplinary function for the school, or as anything but an educative activity, then the imperative necessity has arisen to provide for the play life of children. This tendency to dissect the individual is nothing new. In many aspects of education there are signs of a spurious pedagogy that thinks of instruction as going on in water-tight compartments. Is it any wonder, then, that we find such amazing things in the federal government where one department of the government is responsible for the black bear and another for the brown bear in our national parks? Of course, there is a reason for it, and there is a reason advanced for separation of the playgrounds of the city and the physical education programs of children. But what do you think of it?

What, as educators, do you think of the practice of hiring as coaches or directors of physical activities men who have no training for their work except that gained by experience on a varsity team? This is clearly one of the problems that face most school men today. Whom will you select as football coach, as basketball coach?

What is the common practice? At present the educators, either under alumni pressure or the influence of mistaken ideas, select as directors of physical education, as coaches, as instructors, college graduates of

liberal arts, engineering, or law courses to take charge of or to teach programs of physical education. These men are variously qualified. All have had athletic experience, but what have they of adequate professional training? They come into positions for which they are unprepared and to which they give allegiance only so long as the financial prize is sufficiently attractive. In contrast with professionally trained people in this field, who prepare themselves for continued professional service in this important field of education, the usual selection of educators makes no pretense in this respect.

The logical result of the present practice in this regard is the picture presented in many school systems today. A varsity man is selected to coach the football team and to be director of physical education. As a result, he teaches football to 40 or 50 boys and does nothing for the great mass of children in the schools. A situation which I have recently observed illustrates the point. A coach of a high school had been successful in winning his football games. A town near by tried to secure his services by bidding more than the salary he was receiving. In order to retain him the high school superintendent appointed him supervisor of physical education for the junior high schools. It is hardly necessary to remark that he gave no attention to the junior high schools; appropriation for proper attention to the many boys and girls of the schools was sacrificed to pay a higher salary to a coach for a few high school boys.

Many more questions could be raised, but perhaps these will suffice to phrase the topic and to set us to thinking of physical education in terms of significant educational outcomes.

Objectives of Physical Education as Educational Outcomes

Your answer to the above and similar questions will depend upon what you conceive to be the purpose of physical education. If you think of it as a kind of glorified military drill for disciplining children, then you will take up the bally-hoo for military drill. If you think of it as concerned with advertising the town, then you will select coaches as many do. If you think of it as a means to exercise the body, you will continue to conduct exercises in the school that have no relation to the play life of children out of school.

On the contrary, it is argued here that if you view physical education as an aspect of general education, concerned with the same general aim that may guide any modern school, if you think of the term physical education to indicate the means whereby you achieve some education rather than the end of a process, and if, at all times, you judge activities of physical education in terms of approved educational goals, then the objectives of physical education may be grouped into a three-fold classification.

1. **Development of the organic powers of all individuals in the school.** By organic powers, strength of vital organs is meant—heart, lungs, excretory system, nervous system, and the sources of nutrition, growth, and development. There can be no illusion about the need for this. One of the common fallacies of the day is the idea that people are living much longer. It is true that the general mortality rate is greatly reduced, but this has been accomplished in the main by saving infant lives. Decrease in infant mortality affects the general rate. But of neglected significance is the fact that more people are dying of heart disease, diabetes, and renal disease. There is, moreover, marked increases in mortality of the so-called functional nervous diseases. The explanation is not simple and several answers have been proposed, but the lack of adequate development of vital organs in childhood represents one important phase of the problem.

The experiment of putting the young of the human race in school and of asking them to pay attention to signs and symbols, when their whole biological and racial past for probably 500,000 years has been marked by out-of-door physical activity for most of the day, ought to remind us of our many present-day absurdities and children's needs for developmental activities. A few minutes a day of stilted exercises in the classroom will never be an adequate substitute for the natural developmental activities of childhood.

We conduct our schools so that we require what are called "relief periods." And what are they? A few wooden Indian exercises

followed by breathing movements. Why, even the veriest tyro in physiology knows that you cannot increase the oxygen intake of the body by breathing exercises, and that if you wish respiratory effects you must engage in activity sufficiently vigorous enough to require deep breathing.

This need for development of the vital organs is an educational need. People live with vital organs. They are the *sine qua non* of life itself. Any and all education is conditioned by the provisions made for rational development activities of children.

But we tend to be sentimental in education even as we do in religion and to expect some magic to give us a short cut to success. Some years ago it was Lancastrian method; more recently, the project method or platoon school, and today, normal distribution. But all our devices of educational method must bow to the inevitable law of nature, which in this instance teaches only one way to secure organic development, namely, use of the vital systems in accordance with developmental needs.

2. **Development of the neuro-muscular skills for life and its functions.** The day is past when any person may be permitted to argue for the development of esoteric skills in a plan of general education. It is not wanted that children learn to do horizontal one-half stands, or alternate full fall-outs with arms upward and sideward, any more than secondary educational method permits teachers to drill children in saying the alphabet backward. Skills must have relation to life and its functions.

There is need to give more attention, however, to the respectability of muscular skills. The increasing number of badly co-ordinated persons emphasizes the need for postural education in which the body and mind will be dealt with as one. Muscular skills, apart from centrally initiated and directed controls, are at all times fatal to personality. While some physical education has been more suited to the vaudeville stage than to schools where life experiences should go on, it is a modern physical education that I am upholding. Such physical education will provide training in skills for play so that the activities of the school will continue in the activities of the playground. This view of function must not be unduly circumscribed and narrowed by a theory of utility that sees nothing in satisfactions that flow from achievement. A distinguished colleague of mine once said that we stress skills too much; that in swimming, for example, we should only teach one enough to give him salvage value—the term is mine—in an emergency. Such a view ignores that great source of motive for activity—namely, achievement. It is the ability to do a crawl well, to dive with control, to approach skillfully, to lob accurately, to time both speed of body or its part that takes people into the wholesome activities of the out-of-doors. To swim well enough, to keep afloat, is on a par with walking well enough not to stagger. It is clear that over and beyond a narrow utilitarian view of neuro-muscular skills there is a wide margin of joys, satisfactions, and pleasures that provide the motive power for their continuance.

3. **Development of attitudes and appreciations.** It ought to be clear that education in the gymnasium or on the athletic field should not go on apart from the general life of the school. Over and beyond the technical achievement of any subject, whether it be physical geography or physical education, there is a margin of learning that takes place. Whether we will or no, such forming of attitudes, such shaping of judgments, such fashioning of appreciations occur. Of great significance, however, is the fact that they are apt to be more marked, more numerous, and more vital in physical education than in physical geography. Indeed, there are those who say that of all the activities of the program, there are in physical educational activities more opportunities for setting moral and social standards and for forming wholesome attitudes toward play, recreation, and sportsmanship. Unquestionably, the opportunities are available in the activities, but whether you get fine response or muckerism depends upon the leadership of the activities. If led by a coach without worthy professional and educational standards, these experiences of the play field may be without worth-while educational outcomes. It is an oft-quoted saying that Wellington was led to remark that the battle of

(*Concluded on page* 39)

What Schoolmen Expect of Physical Education

JAMES EDWARD ROGERS

National Physical Education Service

DURING the past ten years perhaps no subject in the school curriculum or department in the school system has had greater growth and recognition than that of physical and health education. In spite of this growth and recognition, however, progress has not been uniform; it has been slow in some places and there is yet much to be done to give physical education its proper place in the curriculum. There are even in this day a few administrators who do not yet consider physical education a fundamental school subject worthy of first consideration along side of the other so-called major subjects.

The Report of the Committee on Physical and Health Education in the Sixth Year Book of the Department of Superintendence, just published, will do much to convince the ultra conservative educator that physical and health education is second to no other subject in its educational potentialities. They will find that it is worthy of ample time allotment, school credit, and expert leadership.

JAMES EDWARD ROGERS

Some of the outstanding items in the growth and development of physical and health education since 1918 (this date is an epoch-making milestone in our profession) are of such significance that I want to bring them to your attention.

The Outstanding Accomplishments

1. **Equipment.** We have secured better standards as to the size, layout and equipment of indoor and outdoor facilities essential to an adequate program. Prominent educators and school surveys of the last decade have played a large part in demanding and obtaining these more liberal estimates regarding layout and equipment.

2. **Improved Facilities.** One is impressed with the large areas being purchased by schools for playground and athletic fields. The standards as laid down by the National Education Association and Strayer and Engelhardt are rapidly being adopted in many places. One high school in Missouri has 88 acres. Few junior and senior high schools with an enrollment of four hundred students or more are being built without a large gymnasium with proper facilities, as showers, lockers, dressing rooms, etc. One high school with an enrollment of three thousand students is to be built with one mammoth gymnasium, two small gymnasums, and two large rooms for special classes. This equipment is necessary in order to take care of the daily physical and health education periods for the three thousand students.

3. **Time Allotment.** Adequate time is being allowed to do effective work. The minimum over the country is twenty minutes in the grades, but some states and cities require thirty minutes a day. Moreover, there are a number of cities that even have a daily fifty-minute period for all the grades. In the junior high school the average over the country is about four periods a week, ranging from forty-five to sixty-minute periods. Three are activity periods and one is for health education. In the senior high school the average is usually three sixty-minute

periods. Some state laws require one hundred fifty minutes as a minimum for all grades, but many cities within these states allow more time than the minimum.

4. **Priority of Programs.** In cities the present practice is to have students in junior and senior high schools fill out their physical education program first, before they schedule any other subject. This is very wise program-building and curriculum-making. It saves many complications: fewer students are excused from physical education because of a conflict; freshmen are in classes with freshmen; and classes can be graded and numbers equalized so that, instead of having classes ranging from twenty to a hundred, all classes will be able to average between fifty and sixty.

5. **Better Prepared Teachers.** More full-time teachers are being employed. Standards for certification are being raised and adhered to. Teacher-training institutes are raising their requirements. Many states are now asking three years of professional training. More than that, we find that physical education teachers are seeking and obtaining degrees with a Bachelor of Science in Education. It is also gratifying to see the number pursuing a Master's and even a Doctor's degree. This means not only better prepared teachers but it says in unmistakable terms that our teachers are training themselves to stand on the same academic level as teachers of the humanities and the sciences.

6. **Wider Participation.** In the last few years there has been a new emphasis in physical education and athletics on a wider participation by every boy and girl during the different seasons in games and sports. Our universities, colleges, and schools have been developing extensive intramural programs to include every student in several sports. The intramural programs of such universities as Wisconsin, Minnesota, Michigan, Ohio, and Illinois are indicative of this new emphasis. Furthermore, a recent study of athletics in New Jersey shows that the superintendents and principals favor a program that will include every boy and girl, and many cities are now doing much to make such a program an actuality. The wider participation program gives clear evidence that competitive varsity athletics should be based upon a large, well-balanced intramural program, which, in turn, should be the result of a physical education program that takes care of the individual needs of all the pupils in the school system.

This, of course, is not the whole story. It is just a bare sketch of the progress and growth in physical and health education. Enumeration, however, is not the purpose of this article. These statements have been made to prove the justice and value of the challenge that friendly educators are now making.

These educators are saying to us: "If we give you all the standards you want, what kind of results can you grant us? If we go to all this expense and rearrangement of our curriculum, can you prove your program worthy? You must demonstrate your value." And one state superintendent of schools declared: "We will give you what you want when you deserve what you ask for. We general educators are for you, but before we can ask the taxpayers to give more money or the school subjects to give way to your program, you must guarantee to us that you will make good your promises."

A superintendent of schools in a large city recently made this statement: "I am worried about my physical and health education department. For ten years I have fought for better facilities, more time, a larger and better staff. We have obtained these, but I am nevertheless worried. Are we getting the things we claim? Is this department making health habits and better hygienic living? Have we better athletics promoting sportsmanship? Are we training for a wise use of leisure time and better citizenship?"

In all these questions and challenges, the school administrators are not unfair, especially those who have given us the time, equipment, and money for our activities. In these demands the administrators are simply expecting from us what they have always asked from the other school departments. Consequently, it may be well for us to suggest some of the improvements that we will be called upon more and more to realize.

Improvements Expected by Administrators

1. **Better Understanding of Aims and Objectives.** The superintendents of schools want to know what our aims and objectives are. Are we simply putting on stunts and demonstrations? Are we promoting ath-

letics for the few or physical education for all? Is the desire to win paramount or is the health of the boy most important? Are we doing everything to help the boy and are we exercising the greatest care that we do nothing to hurt him? That is, do we shape our program to get health, sportsmanship, and better physical fitness and prowess? Have we, in other words, purposeful activities—activities with definite educational objectives?

2. **Maximum Use of Time Allotment.** It is expected that we fill the minutes given to us with worth-while, wholesome activities and subject matter. Out of a forty-five-minute period of activity we ought to get thirty minutes on the floor. The program ought to result in exercise, effort, physical fitness, striving for the maintenance and promotion of health, training for leisure, increasing muscular skills, and finer sportsmanship. The school administrator expects us to organize and schedule our program to get the maximum time and to achieve the greatest good. We must use the latest methods in class organization and squad leadership so that we may utilize our facilities and time allotment to the full. In short, the mechanics of class organization should be perfected.

3. **Better Sequence for Programs.** Using all the latest methods in order to get use of almost three-fourths of the time allowed, our next big job is to prepare, systematize, and grade our programs, in order that they may be progressive, sequential, and promotional. Should Looby Loo be taught in the third or the sixth grade? In some places we find that Looby Loo is taught in all the grades. Much of our subject matter is repetitious, whereas we should plan our programs so that the relation and progression is comparable to that of other school subjects. Following the mastery of the simpler physical skills, the pupil should be led through related but increasingly more difficult combinations and co-ordinations. In other words, we should be asking students to master situations with which they can cope if they apply themselves sufficiently.

4. **Grading and Testing.** Given ample time, adequate facilities, and better class organization, we must now grade and test our programs. This is being done in other subjects and we must do it in ours. A few cities have effectively graded their programs. Yet there is much to be done in this direction by all of us.

5. **A More Worthy Content.** Educators expect us to present better content that is proven worth while and sufficient. How much of the time authorized should be given to marching and exercise, or to apparatus, or to natural gymnastics, or to rhythms, games, sports, and athletics? We must evaluate. We must eliminate non-essentials. We must teach the essentials. But when we have one book giving one thousand games, another one hundred relays, and another fifty folk dances, it is no wonder that our programs are congested and confusing. One of our first jobs, therefore, is to collect, select, evaluate, and grade all this material so that the pupil gets the essentials.

Should singing and circle tag games in grades one to three get most of the time allotted? Should individual and self-testing activities get the primary attention of the students in grades four to six? Are soccer and speedball the games for the junior high school boy, and should competition in American football be discouraged in the junior high school? Should the so-called minor games like dodge ball, volley ball, touch ball, speedball, etc., be given primary attention in grades six to nine?

6. **Still Wider Participation.** Intramural athletics have spread throughout universities, colleges, and schools; but the present state of affairs is more that of a beginning than a completion of development. Along with our efforts, however, to increase the amount of participation for our student bodies, we should begin to strive for quality as well. Our intramural players should get a fair amount of attention in the way of equipment, training, and coaching. Wise administrators are also beginning to demand that we place more stress on the type of recreative sport that will carry over into adult forms of leisure.

7. **More Attention to Individual Needs.** The school administrator not only expects but assumes that our program is based upon a health and medical examination and upon individual needs according to the findings in the physical education tests. He also expects us to prescribe corrective measures adapted to individual needs.

8. **Miscellaneous.** There are many other things that the school administrator expects of us, such as attending faculty meetings regularly and co-operating in every way with the general academic program. We are expected to be properly dressed in our

(*Concluded on page* 31)

Leisure-Time Activities in Soviet Russia

ELROY S. GUCKERT

Instructor in Sociology, University of Michigan

IN OBSERVING leisure-time activities in various countries, I have noticed tendencies toward two extremes. In some nations, the Latin countries for example, there is little or no direction or organization of recreation; in others, there is considerable direction and complex organization, the best example of which is contemporary Russia.

Last summer I observed in some detail the developing of the latter system in the United Socialistic Soviet Republics. As a student I am interested in neither condemning nor lauding; my only purpose is to study and endeavor to understand the process. Consequently, in this article, my intention is to act mainly as a recorder, and only to a limited extent as a commentator and interpreter.

The subsequent descriptions are suggestive examples of the direction free-time activities are taking in Soviet Russia, though they are not at present in universal practice. Each year, however, as money and opportunity increase, the program is being made more comprehensive and expansive.

Any leisure-time arrangement must be based on the social history of a people and on the resources available. Especially is this true in the Soviet Republics; for, with over eighty per cent of the people illiterate, with the population composed of many races and cultures, with over eighty per cent of the Russians farmers, and with the government and its citizens very poor, the problem is unique.

The Communistic Party, realizing the precariousness of the tenure of its power and the potentiality of free time in the life of the people and in the perpetuity of the present government, has maintained a monopoly of the agencies of amusement and recreation so they can be used for the furthering of communistic ideals. Thus, leisure time is utilized as far as possible for education, unification, and the securing of loyalty and support for the government in power. These purposes are apparent in the following discussions of the recreational system for the "proletariat" or city worker.

Every employee of a national factory—all the factories are owned by the government except the foreign concessions—receives a two weeks' vacation annually at one of the various rest-camps, with full pay and all expenses paid. In general, the purposes of the rest-camps are the same; the functioning, however, varies somewhat according to the physical characteristics of the sites. They might be divided into two classes according to these physical characteristics: the especially constructed rest-camps and the remodeled pretentious country home of the former royalty and wealthy.

The constructed rest-camp resembles in many respects a highly-organized summer camp in America, a Boy Scout or a Y. M. C. A. camp. Barracks, cottages, or tents have been erected for sleeping quarters. Dining rooms, auditoriums, recreational halls, and other necessary community buildings have been built. Roads, baths, gardens, athletic fields, swimming beaches, and other facilities essential for outside recreation are also provided.

The program of activities is of more peculiarity and therefore more interest, however, than the facilities. In some respects army discipline is maintained. Regulations for rising and sleeping, staying in the open air, and habits of hygiene are laid down and strictly enforced. In other respects, natural inclinations are appealed to. Each man, woman, and child is encouraged to participate in one of the numerous recreational and self-expressive activities. Soccer, basketball, volley ball, swimming, and calisthenics are popular sports claiming many enthusiasts. Several simple native games are played, including an especially popular game called *Garutkee*. In this game, a dozen three-inch clubs, one foot long, are piled in pyramid form in the center of a six-foot square, after which the contestants throw a four-foot stick at the pile in an endeavor to knock all the smaller ones from the square. All the players seemed to enjoy this game and loudly applauded good shots.

All the participants in the games are comfortably and conveniently dressed, but their clothes are widely diversified. None, how-

ever, is hampered by excess clothing. This is especially true of the swimmers, both men and women, who, following the age-long custom of the country, bathe without suits. Only those people wear suits who wish to call attention to themselves, and if the swimmer be a woman she is considered immoral. Incidentally, the same custom prevails for river bathing in both Moscow and Leningrad. This seems to bear out Professor Sumner's statement, when he says that the *mores* can make anything right or anything wrong.

One of the impersonal phases of the camps is shown in the practice of sending different departments of the factories to the resorts irrespective of the family connections of the men or women. If the husband and wife work in different places, each is likely to receive his or her vacation at a different time or at a different camp. If the wife or husband is not working, the other is sent to camp alone regardless of affiliations. This separation in many instances causes a weakening of old marriage bonds and a forming of new ones. With the prevailing simple procedure in marriage and divorce laws (according to our standards, *lax*), considerable wife and husband changing takes place.

The rest-camp plays a large part in the educational program of the Republics; for, with two weeks a year of the worker's time for concentrated instruction, important results are obtainable. Mass education, in a way that is largely camouflaged, is the method. Lectures, motion pictures, mass games and exercises, and posters are the means; and, it seemed to me after talking with many of the workers and officials, that many thoughts and habits of proper living and loyalty to the present government are being inculcated.

Hygiene is stressed and rightly so, for a minute description of the squalor and dirt many of the Russians are apparently willing to live in would reveal conditions scarcely believable. After spending two weeks in almost perfect hygienic conditions at the camps, certainly the workers will give more care to the cleanliness of their homes and bodies on their return. Likewise, after being impressed and re-impressed with the power, benefits, and future of the Socialistic Soviet government, they return more loyal citizens.

In the camps there is a buoyant, carefree spirit, noticeably lacking in the cities and villages, where a tense, sober, heavy atmosphere seems to prevail. The war, revolutions, invasions, and famine are apparently forgotten during the two weeks rest period. Here, it seems, the vacationists are trying to follow Lenin's suggestive saying, "A people that cannot play cannot work."

In Leningrad, I visited several of the mansion rest-homes. The atmosphere here is very different from that of the rest-camp. The workers are evidently trying to fit into the surroundings, and from every appearance are succeeding. The homes and gardens are being maintained in the same splendor as they were before the revolution, and the sports and recreation are the same as those of the royalty and the wealthy of former days. Tennis, boating, riding, lectures, movies, concerts, billiards, and lounging on the verandas or in the elaborately furnished parlors form the recreation of these groups. They are elevating themselves to this environment instead of degrading this beauty and luxury to the squalor many of them are unfortunately accustomed to in their own homes. Officials told me that rarely do any of the men or women maltreat the homes, gardens, or equipment. The dress here is also more or less in harmony with the other environment, although of course less pretentious. It must be an enormous comedown for the worker to live again in his own home after two weeks of this luxury. Whether he is more or less qualified to live in his old quarters is an interesting question which arises in my mind. No survey has been made and Russian statistics are of little value at present owing to their incompleteness.

The workers are very proud and happy over their vacation opportunities, and many feel that they as laborers are enjoying a unique privilege by living in Russia. They seem to enjoy the paternalistic care that American labor so bitterly opposes.

In a nation ruled by "The Dictatorship of the Proletariat," one might reasonably expect the recreational program to be built around the factory, and such is the case. Each large factory has an athletic field, a park, and a club house; and several small factories may club together to enjoy these advantages.

The most popular outdoor sports are soccer, cycling, and basketball. The factories play each other in a round-robin; and, as the season progresses, an all-star team is selected which plays similar teams from other cities and other nations. In the international matches, the Communists insist on

(*Continued on page 37*)

Close-Ups of the Olympic Games

V. K. BROWN

Superintendent of Playgrounds and Sports, South Park Commissioners, Chicago, Illinois.

WHEN I promised to write an article on the Olympics for the Mid-West readers, I felt there would be only one kind of story to tell. Clearly, all that was necessary was to note, in a superior way, some of the weaknesses in the European systems, especially when compared to ours. Sympathy was to be meted out to the other nations for their courageous endeavors, but naturally the United States would garner in all the best places.

Attending the Olympics, however, has meant one shock after another. Just as we would begin to feel sorry—out of international courtesy, of course—for the way the Belgians do the sprints, and think that a little help on the starts would be very profitable to them, along comes some **dark** horse from an unknown back country precinct of South Africa and takes our star men for a **ride.** And then, just as we noticed that the Finns needed some sound advice on the hurdles, and began thinking someone ought to do something about it, a titled British lord takes off his monocle, so to speak, and runs metres to our yards, leaving us to the sad realization that some of our sympathy is needed for home consumption.

Even the Canadians haven't been very neighborly about things either. What right had that youngster Williams, for example, to treat the products of the California climate as roughly as he did, when he hails from Vancouver, where there ought to be nothing but seals and salmon? It doesn't seem proper for a "teener" like that, living next door, to start a parade of a whole league of nations past the finish judges ahead of our boys.

Of course, one expects the Finns to capture all the distance events—that is their part of the ceremony. But even so, it sort of rubs it in when Nurmi in the steeplechase grabs off his heat close to record time after almost turning a somersault in the water hazard every time he came to it, and going through it with a combination crawl and breast stroke the first attempt. He lost five yards at every hurdle his first trip around, trailed the bunch away from the obstacle, and led it at the next one.

I talked with Nurmi Thursday of last week. He wasn't feeling very well, and in practice looked bad. He was seasick all the way here and that, I guess, is enough to slow up anyone. He seemed old, and you know our older athletes go back, so I told Knute Rockne when I saw him Monday morning before I had heard Sunday's results which were run when I was at the Hague, that I didn't think the old boy would feature this year. Rockne told me to guess again. Sunday, while I was away, that man Nurmi gave his fellow patriot, Ritola, a clean pair of heels in the ten thousand meter race.

In the steeplechase, the Finns won the first three places, and I'm trying to figure it out. Our tryouts were a big argument in favor of an outdoor life in the Californian sunlight under the tonic of nature's ultra violet; but these Finns don't get any sunlight for at least two-thirds of the year, and yet they are up there fighting it out in the finals in every event except the dashes. Their man won the decathlon too. I saw him out practicing a few days ago: he put the shot over fifty feet and then did the high jump with the bar at six feet three. After that I didn't have the heart to watch him any longer.

All the Finns run just alike. You can only identify Nurmi by his bald spot and Ritola by his hair. Their chests are erect in running, their arms out at the sides. Does that give them more free lung action? Should we revise our form in arm and shoulder carriage? Rockne thinks there is something to think about there. At least, there must be some explanation for this shock we have been receiving.

That's the way things have been going. I am told that back home there has been a feeling that we have a weak team this trip. My opinions never got me much in the stock market, but apropos of the home gossip I can only say that it is "the bunk." There is nothing radically wrong with our team. The whole story, it seems to me, is

that the best in the world is coming to mean pretty good in athletics, and it is bound to be a toss-up as to which monogram first touches the tape.

Since this condition is true, we are going to have to work out a better scheme of tryouts, making them really tryouts, not the climax of conditioning, so that our athletes may round into the pink of form at the games themselves, not at our meet to select representatives. Our competition at Harvard was survived only by the men in top form at that time, those pointing towards the Olympic trials themselves. Strong competitors lost out by a hair and didn't come. Of course, there were exceptions, particularly in the field event men—Houser, for example—who reached the peak here, not back home. But the runners either were in top form or didn't get on the team. Those who pointed to the Olympic contests are not "in our midst." I asked Pop Warner the other day whether he would coach a team to razor edge for a preliminary to the big game, put them on shipboard, where little or no workout was possible for ten days, and a week later send them into the world's championship contest against opponents on their home field, with any confidence in their holding the edge. Of course, others came as great a distance as our men did. The Canadians came over the same ocean and have done well. But they admit they practically knew the team personnel months ago, did not have the series of meets and tryouts to point toward and could round into form for this encounter. I think that's the story.

Another thing: We have older, better, more finely balanced running tracks. I think we should scout the track where the games are to be contested, in advance, when selecting men to compete in other countries, and for the final tryouts select a track corresponding to that on which the races will be run in the games. We have here a team representing our best performers on the Harvard arena, one of the great tracks of the world, with a spring and texture underfoot making it contribute materially to the success of a certain type of sprinter. But unless a similar track is to be used at the actual meet, it seems possible that an entirely different type of sprinter may be indicated, if we don't want to put a pianist on a pipe organ. Don't forget that Bracey was eliminated in the preliminaries, Wykoff ran fourth in the finals, and our only serious contender in the hundred meter was McAllister, a strong runner in hard going. The winner, Williams, is a slight fellow, it is true, hardly older than Wykoff, but while I have never seen the track he runs on at home, I'll bet a Polish mark that it conforms much more closely to the track here in Amsterdam than does Wykoff's or Bracey's training ground. This hunch is worth playing four years hence, when European runners come to America to compete, and go up against our speeders on one of our lightning fast tracks.

But we may as well make up our minds that we are never again going to romp through these games the way the Yankees take Boston. I went over to Berlin the other day to look things over. The Germans, like ourselves, have had some hard blows land square on the chin in these games; a lot of their best bets have been coppered. But they have been dangerous all the way, and in the games at large, scoring as they do everywhere but in America, 6, 5, 4, 3, 2, 1, for the first six places, they are today in second place, not so far behind us. They are building up a nation-wide sport consciousness, and starting a national scheme of participation in athletics, to supplant, evidently, the old gymnastic system. Their outlying parks are developing games arenas, they are building pools and beaches, playgrounds, gymnasia. Their teacher-training school, in and adjoining the stadium, has the best layout I have ever seen for a college of physical education, with provision for work in every sport. Those who graduate and get into the practice of the profession are going to furnish anybody with competition before very long. Practically the whole student body is attending the games here, making notes. In the stands there are similar groups representing every nation competing. There are a lot of Japanese keenly watching every move, and how they did sing their national anthem when Oda won the hop, step, and jump! They had a man not to be sneezed at in the pole vault, too, and a girl runner who is a wonder but is doing too much. Their practice, I think, is overdone—they are working all the time. But they are right in the procession. French runners are in there, now, and Swiss, and Swedes. Italy is first in fencing, Argentine third! The only pushover we have had was in the pole vault, and in that Pickard, the Canadian, beat Barnes for fourth place. Uruguay won the

(*Concluded on page 33*)

The PENTATHLON

Vol. I October, 1928 No. 1

Health - Play
Physical Education
Athletics - Leisure

Journal of
THE MIDDLE WEST SOCIETY OF PHYSICAL EDUCATION
Published at ANN ARBOR, MICHIGAN
E. D. MITCHELL, *Editor*

INTRODUCING THE PENTATHLON

The PENTATHLON appears. It is born of a need for a new medium of opinion, and not of desire to compete with or to challenge other journals already in the field. The PENTATHLON is not centering its whole attention on Physical Education, not specializing in Play, not pleading for more attention to Health and Hygiene, not boosting or decrying Athletics. It is grasping all these, plus the problem of leisure, in an attempt to integrate them into educational values.

Why PENTATHLON? In ancient Greece, the original pentathlon consisted of five events: leaping, foot racing, wrestling, throwing the discus, and throwing the spear; and these five sports were to develop the body beautiful through a coordination of endeavor in body and limbs. Our PENTATHLON, however, instead of promoting five athletic events, seeks to harmonize five modern educational movements all closely related, to wit: Health, Play, Physical Education, Athletics, and Leisure.

There is a progessive and mutual relationship for these five interests.

We start with Health. It is practically the only concern for the infant, and remains the basic concern throughout all our lives, as we proceed through school and into life activities. Good health is essential for the maximum efficiency and joy in Play, Physical Education, Athletics, and Leisure, and yet these in turn contribute generously to Health.

Next comes Play. Play is foundational education prompted by biological and instinctive urges. It is spontaneous and voluntary. Play appears in the pre-school years and is the first medium by which the child expresses his personality. It continues to hold most of the interest in the early years of school—in fact, the principle of the kindergarten is based on the play idea.

Physical Education appears with compulsory education, and is itself a requirement. Physical Education is the academic side of Play. It represents an attempt to build artificially upon the foundation laid by natural play activities. Dealing with large numbers in mass, it has to emphasize methods and materials, techniques, and teaching devices. Of necessity it becomes rather formalized. Physical Education has the broad objectives of general education, and becomes therefore the keystone in the five-stone arch of the new Pentathlon.

Athletics, the next in turn, arrives in the high school years. Like play, it is voluntary, but it is primarily an expression of the competitive spirit so strong in modern social life. The athletic teams are distinctive in the organic relationships they develop: that of individual to team; of team to home-room, class, or school; of school to community. These relationships make athletics the hub about which many of the school activities and functions revolve; and they bring to athletics the colorful features as well as the problems of the spectacle, the crowd, and the commercial gate.

Leisure, the last in turn, is the newest and yet in many ways the richest field of our profession. It has come to the front through the realization that our schools have failed to give a lasting appreciation of the richer things of life. Much of the content of health, play, physical education, and athletics that hitherto received most prominence has been lacking in such values. Yet it is to our departments that schoolmen are looking for leisure-time interests and skills that will contribute to the health, happiness, and broader personality of our future citizens. The PENTATHLON is willing to accept the challenge, preferring to broaden our respective fields rather than to delimit them.

In these several fields there is naturally no unanimity of opinion regarding the solution of the innumerable problems. The PENTATHLON welcomes opinions and investigations of all kinds. It is through the mixing of opinion and the leaven of honest, unselfish investigation that we may hope to approach true values in our respective interests. With this as its policy, the PENTATHLON seeks to serve.

Some Suggestions on Football Line Play

E. E. WIEMAN

Varsity Football Coach, University of Michigan

INSTRUCTION in line play has undergone great changes in the last fifteen years. It was not so very long ago when most coaches picked out their biggest, most rugged men, put them into the line and merely told them to tear their opponents to pieces on the defense and to open up holes on the offense. In many cases that was about all the actual instruction received. Today coaching the line has become one of the most important parts, if not the most important part, of a coach's job. Linemen are called upon to do a great many more things than formerly and there is a definite technique for each.

It is my opinion that most young coaches devote too much of their time, relatively, to the backfield at the sacrifice of the line. It has been proved too many times to warrant argument that a team with a good line and only an average backfield will win more often than one with a very good backfield and only an average line. Realizing the importance of the line, coaches should familiarize themselves with the best technique of line play and devote more of their time to developing good linemen.

In this article I shall attempt to explain some of the methods employed in line play that have proved to be workable.

Offense

On the offense the lineman should take an easy, comfortable position that suits his own individual build (Illustration No. 1). His position should be such as to enable him to go forward, backward, or to either side with equal ease. This means that his feet should be well under him and his weight balanced on the balls of his feet. An easy method of obtaining the proper stance is to draw a square from two to two and a half feet on each side. The lineman should then place one foot in one rear corner, the other foot should be in the middle of the opposite side, the fingers of the hand on the side of the rear foot should be placed in the front corner of the square, the other hand can be carried across the chest with the elbow resting on the front knee or it can be placed in the other front corner of the square. This position will necessarily throw the weight largely upon the feet. The toes should be pointed straight up the field, not out or in. The lower legs from the ankle to the knee should also point straight up the field, the knees being as wide as the feet. The buttocks should be so low that the back forms an inclined plane sloping up from the rear to the front and level laterally. All body lines should be straight ahead, perpendicular to the line of scrimmage. This means feet, legs, back, neck, and head. The head and eyes should be up and supported by a firm, solid neck.

No. 1—Stance of Offensive Center and Guard.

From this position the lineman should practice charging in various directions, making certain that his stance does not vary when starting on different angles.

The objective of the offensive lineman is to control his opponent. To do this he must, of course, know where his opponent is. This means that he must keep his eyes up and trained on the opponent. This sounds very simple, but every coach knows how hard it is to keep a lineman from ducking his head into the ground rather than looking at his opponent. After knowing where his opponent is the next thing is to get to him, make contact and keep contact. In order to do this the lineman must keep his body under control at all times. This is possible only if his feet are under him and his weight balanced. The hardest things for a lineman

to learn are to use his eyes and to keep his feet under him.

It must be borne in mind that a lineman must be prepared to do his part in any of a variety of plays—buck, run, kick, or pass. Each calls for its own special work from the lineman and in each case the lineman's assignment is different. Too frequently a lineman has the idea that when he is on the offense he should always charge his opponent back as far as possible. This is true only on bucks directed over his immediate territory. On all other plays—wide runs, passes, or kicks—there is absolutely no advantage in the lineman going across the line of scrimmage. If he does this he merely opens up his own line for the opponents to come through. Far better for him to stay on his own side of the scrimmage line and get his body between the opponent and the play than to lunge across at him, be sidestepped, shoved to the ground and out of the play.

We start out, then, with the proposition that a lineman charges fast and hard ahead only on bucks directed over his territory. At all other times he watches his opponent and plays him in accordance with what he does.

In making the charge for the play over his territory a lineman should attempt, usually, to carry his opponent straight back. Occasionally there are times when a quick, lateral opening is called for, but it must be remembered that a lateral opening opens the way for the defensive fullback as well as for the offensive fullback, whereas if the opposing lineman is carried straight back he is thrown into the path of the defensive fullback, thereby interfering with his chance of making the tackle. In making the charge it is essential that the offensive lineman does not lunge with the shoulders only. This is an almost universal fault with high school linemen. They will make a terrific lunge at the opponent, but if the opponent sidesteps or presents a "limp leg" the offensive man will find himself lying on the ground because he did not bring his feet forward with his shoulders. The first thing that moves in the offensive charge is the rear leg and foot. This foot should be brought up under the body as the shoulders move forward so that the weight of the body will always be over the feet. The feet should be carried forward in a wide stance so that the body is braced from either side.

A lineman should attempt to strike the opponent with the **side of his neck** (No. 2). I emphasize using the side of the neck rather than the shoulder because most linemen hit the opponent with the outside point of the shoulder and usually slip off. If they would

No. 2—Charge of Offensive Lineman.
Feet well under body; contact made with neck and side of head rather than with point of shoulder; elbows extended.

aim to make contact with the neck and ear they would be less apt to slide off. As the head comes on one side of the opponent the elbow should be brought up on the other side, with the hand across the player's own chest to avoid fouling. Thus the opponent is held in a sort of pocket formed by the head, shoulder, and upper arm. The charge should be always forward, first, and then upward. The object is to get under the opponent and lift him up. The head and eyes should always be up, with a solid, bull neck. The importance of a lineman keeping his feet under him cannot be over-stressed. No football player is worth anything lying on the ground. He must be on his feet to be useful.

When a lineman pulls back out of the line to run interference for a wide play or to block for a pass he should start from the same stance employed in the straight ahead charge. Here again the foot is the first part of the body to move. The foot on the side toward which the lineman is to go should be drawn back about three feet directly to the rear. At the same time the body should be pivoted, but it should be kept low, close to the ground. The second stride should be obliquely to the rear and if it is a wide run the third stride should put the man in the regular running position back of his own

line. If he is coming back to protect the passer his third step, of course, should continue backward.

On runs or passes the linemen who do not swing back into interference should make no attempt to cross the line of scrimmage. They should hold their ground and get their bodies between their opponent and the play. On a run to the right, for example, assuming that the right guard comes back for interference, the right tackle should hold his ground, get in front of his opponent with his head on the outside of the opponent's body and pivot him in away from the run. If he tried to charge ahead, across the line of scrimmage, and carry the opponent back, he would usually be sidestepped. The opponent is just as much out of the play if he is held up or boxed on the line of scrimmage as he would be if he were set back. In fact, he is more out of the play, because he is not in the way of a sharp cut-back. Similarly on a forward pass play, assuming a balanced line and two guards swinging back to protect the passer, the two tackles should stand their ground, get in front of their opponents with their heads on the outside and pivot them into the center. The center meantime drops back a foot or two and serves as an anchor on which the tackles can hang up the defensive guards.

Again, on punt plays, those linemen not directed to go down the field to cover the punt should remain on their own side of the scrimmage line and make certain that they are not pushed or pulled out of a solid front wall. By charging forward they open up their own line for the defense to come through just as surely as if they had backed up.

For all offensive line work linemen must remember that they are no good on the ground, that they must keep on their feet, that their primary block is with the shoulders, employing the head to prevent the opponent from slipping off on one side and their elbow and upper arm on the other, and that they must use their eyes always. If they miss the block with their shoulder they must be ready to engage their opponent with their knees, hooking, if possible, between the opponent's legs.

Defense

When on the defense a lineman must first of all make up his mind before each play begins exactly what he is going to try to do on that play. If he waits until the play develops to decide upon a line of action it will be too late. He should decide as nearly as possible what play to expect, then make up his mind which of the several things that he might do to dispose of his opponent will best serve his immediate purpose. The anticipated play should be an important factor in this decision, but a lineman should not over-anticipate. That is, he cannot afford to commit himself to the extent that he is unable to readjust himself in the event that his diagnosis of the play was incorrect.

There are a number of stunts that defensive linemen may employ to put themselves across the line of scrimmage. The stunts employed by the middle linemen differ, however, from those used by the outside men. Each of the two guards and the center (if he plays in the line) may be called upon to meet two opponents immediately with the snapping of the ball. Both opponents are directly in front of him and come at him simultaneously. On the other hand, the tackle and end may have to meet one, two, or three opponents, but not all at the same time. The fact that the defensive tackles and ends can usually play their opponents one at a time, while the guards and center

(*Continued on page* 34)

THIS AD IS WORTH $2.00 TO YOU!

COACHES BUREAU
C CLARK B BREWER
PHYSICAL DIRECTORS

Only Bureau in United States exclusively for Coaches and Physical Directors and under the personal management of an Active College Coach. Vacancies as high as $8,500 during 1928. Details and professional personnel form upon request.

FLOYD L. BROWN, Mgr.

64 E. Jackson Blvd. Chicago, Ill.

SPECIAL OFFER—To all readers of this inaugural number of the "Pentathlon": We will accept your registration without the $2.00 *Registration Fee if you mention this ad. This offer is good only until December* 1, 1928.

School Circuses and Pageants

MARIANNE BARD

Supervisor of Girls' Physical Education, Ferndale, Michigan

EVERY year hundreds of students in physical training graduate from colleges and normal schools with very splendid preparation for the work they are to undertake in the elementary and secondary schools of the country. They have acquired a vast amount of knowledge and have had a great deal of technical training and practice in every phase of their work. It would seem that these students, most of whom have undertaken to enter this field because of their special aptitude for it, should have very little trouble in making a success. But a great many do find it rather "hard sledding," not because they are not trained, nor ambitious, nor because they lack initiative, but because they are unable to "produce" satisfactory to their public, to the School Board, or to the Superintendent or Principal, something which can justify them in their position. I have known a great many teachers with much constructive talent in the teaching of physical education, who have done really worthwhile things in their departments, but who have not been able to interest their public in these same class room achievements.

The customary demonstration or exhibition has, for a long time, been the gymnasium instructor's only legitimate means of showing, in a small way, any part of her work. In my experience this type of thing has grown to be a tiresome, monotonous affair, lacking in originality of material, arrangement, and method of production—attractive only to the few.

The writer of this series of articles has felt for some time that, by producing these demonstrations in a more attractive way, a way that would give the children a greater amount of pleasure and furnish a really interesting entertainment for the community, they could be made a positive means of vitalizing the entire physical training program for the year and serve the dual purpose of arousing enthusiastic participation in that program by the children and an intelligent appreciation of that program on the part of those in the community who are interested in it but not actively concerned with its execution.

The effort to find a solution to this problem has resulted in the series of circuses and pageants which have been given in the city of Ferndale, Michigan, during the past four years. These have been so satisfactory in their results that a definite course in Projects in Physical Education is now given at the Michigan State Normal College summer school session, so that the methods and materials used in these productions will be presented to a group of people who can make further use of them.

At the first meeting of this group, composed almost entirely of teachers in service during the regular year, the members of the class were asked to state their reasons for electing the course. They universally ex-

pressed a desire for new material that could be made a legitimate part of the year's program and that could also be used as a part of the usual demonstration or exhibition.

As a basis for demonstrating the way in which the circus has been made to function as a project in the development of a large part of the regular physical training program, a brief outline of the ground covered by this program is here given.

I. **Games and Sports.** 1. Newcomb. 2. Volleyball. 3. Soccer. 4. Field Ball. 5. Baseball. 6. Tennis. 7. Hockey. 8. Basketball. 9. Long Ball. 10. Track. 11. Minor Games.

II. **Dancing.** 1. Natural. 2. Folk. 3. Aesthetic. 4. Clog. 5. Square and Round.

III. **Marching.** 1. Military. 2. Figure.

IV. **Squad Work.** 1. Tumbling. 2. Pyramid Building. 3. Stunts. 4. Apparatus (large). 5. Apparatus (small).

V. **Earning of Letters.** 1. Badge Tests. 2. Efficiency Tests.

VI. **Corrective Work.** 1. Posture Exercises.

In our first discussion we will consider only the circus and will leave the problem of the pageant to a later time.

In developing the circus as a physical training project, it should be clearly understood that all of the work is done during the regular physical training period. This includes all the discussion necessary in planning the circus, as well as the training and practice usually required in producing any program.

In the second place, no individual child is selected as the "star performer," and no small group of individuals is picked as "the best performers" from the entire class. The whole affair is planned by the group and the entire group participates in the final performance.

Another phase of the circus, as a project, deals with its easy and natural correlation with the other departments of the school. For example, the construction of the animals and other necessary equipment is made a genuine problem in the manual training shop. All artistic work is done under the direction of the art department, and the children are permitted to make their own costumes in sewing class.

In connection with the activities of the other departments of the school, it has been arranged so that the circus is always given early in December, and the pageant late in the spring. This leaves time in between for the department to cooperate with the public performances of the other departments of the school, such as special holiday celebrations, assembly programs and the usual high school operetta.

E. R. MOORE COMPANY

932 Dakin Street - Chicago

Manufacturers of

Gymnasium Apparel for Girls
Athletic Apparel for Boys

Information and samples gladly sent on request. Tell us your needs.

The method of introducing the circus idea was practically the same every year. A general plan or outline was read to the children in all the classes, and they were encouraged to discuss it freely and to offer any suggestion for change or addition which might occur to them.

The general plan for the first year was that of the usual circus performance; the second year a circus burlesque was given; and the third year a dramatic situation was

introduced by having engine trouble cause the train load of circus performers to be stranded in a lonely cornfield on Hallowe'en, with the ensuing complications and excitement.

The teaching of the regular course of games and dances, marching, and squad ac-

(*Continued on page* 43)

Progression in Tumbling Stunts and Acts

EARL RISKEY

Supervisor of Physical Education, Ypsilanti, Michigan

TUMBLING is both a beneficial and an enjoyable exercise, developing co-ordination, skill, and courage. It also encourages the trait of persistence and gives a kinesthetic sense. Contrary to the general belief, it is not dangerous and the spectator, although sure that most of it constitutes a very simple and efficient method of back and neck breaking, will rarely hear of injuries in this work.

The greatest chance for injury comes when an individual attempts to do something just because he saw someone else do it. The following precautions should be observed: Never do a tumbling stunt on a dare; work up from the simple exercise to the difficult; always warm up well with simple stunts before attempting the more difficult ones.

Individual stunts should be taught first so that interest can be stimulated. Most of the events have the advantage that they can be taught to large groups in mass formation.

The first eight events are the **Fundamentals** of tumbling. Following the explanation of these, the article will discuss **Individual Tumbling Stunts,** simple, difficult, and combination; **Double Tumbling Stunts,** simple and difficult; and finally, three **Tumbling Acts.**

ORDER OF TEACHING FUNDAMENTALS

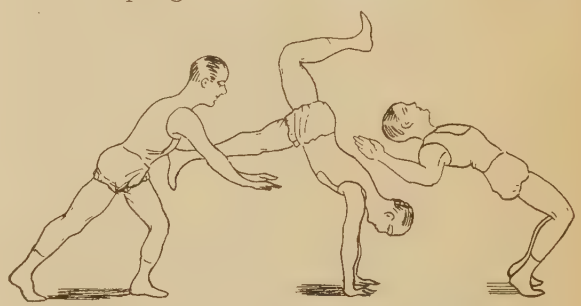
1. Front Roll.

   a. Slow and just able to flop over.
   b. Fast and just able to roll over.
   c. Fast and come onto feet, grasping the knees.
   d. Fast and good form.
   e. Speed, form and spring at end, arms out like swan dive.
   f. From squat position roll forward with arms on chest.

2. Back Roll.
   a. From squat position on all fours, just able to flop over.
   b. Same and shoot feet up high.
   c. Speed and form.
   d. Standing back roll, knees straight. Bend body forward.
   e. Approach, about face, roll with feet high, retreat.

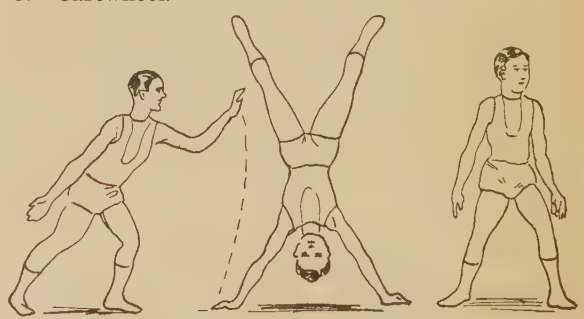
3. Front Dive.
   a. Short, using hands. Almost a front roll.
   b. Long dive using hands.
   c. Form.
   d. Without hands.
   e. Approach, speed, form, retreat.

4. Handspring.



   a. Something soft to light on, because a good jar lessens enthusiasm to learn this.
   b. Good run, take off one foot, throw other leg down hard, keep arms straight.
   c. The biggest difficulty in doing this is the tendency to move the arms too quickly. Keep them on the mat or floor until they jerk away by the force of the flip.

5. Cartwheel.



   a. Slow and just able to flop over.
   b. Keep back straight, feet and legs straight.
   c. Count one as first hand strikes the floor, two as the second hand strikes the floor, three as the first foot strikes the floor, four as the second foot strikes the floor. This rhythmical motion develops the proper form.
   d. The hands and feet all strike the floor in a straight line.
   e. Some individuals cannot do this by starting with their left hand but can do it by starting with the right hand. Sort of a right and left handed feeling.

6. Bridge.
   a. Lie on the back, arch until the head and

feet are the only part of body touching the floor. Fold arms on chest.
b. This stunt is used in wrestling .
c. The Crab. Start as above, place hands on the floor over the shoulders and push up, supporting the body with the feet and hands.

7. Headstand.
a. Get down on hands and knees.
b. Place head on mat one and one-half feet in front of hands.
c. This gives a triangular base to stand on, with the head at one point and hands at the other two points, all equal distances apart. (A three-legged stool effect.)
d. Draw the knees up to chest.
e. All the weight is at first on the two arms, which push the body up so feet are over the head.
f. Arch back well, point toes, heels together.
g. To come out of this, let body fall and bend neck quickly, doing a front roll.
h. Someone catching the feet will enable one to "get the feel."

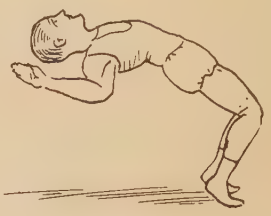
8. Handstand.
a. Take standing position, advance left foot six inches.
b. Lean forward and place hands six inches in front of the left foot.
c. LEAN FORWARD, with the **shoulders further ahead than the hands.**
d. Swing the right leg up without bending it. This will carry the other leg up.
e. Straighten the legs and keep feet together.
f. If you over balance, twist and land on feet or do the front roll previously practiced.
g. It is well to have someone catch the feet as they are swung up. This enables one to catch a balance.
Toes pointed.
Legs straight.
Arch back.
Head up.
Fingers spread.
h. After you get the "feel" of this, do the same thing with hands eighteen inches from a wall. Swing the legs up until the feet touch the wall. Catch a balance.

INDIVIDUAL TUMBLING STUNTS—SIMPLE

Herewith is given a list of simple individual stunts and a description of how to do each. They are listed according to degree of difficulty. Those stunts with star (*) in front of number have been previously described.

*1. Front roll using hands.
*2. Front roll without hands.
*3. Back roll.
1st from squat position.
2nd from sitting position.
3rd from standing position.
*4. Diving.
1st short.
2nd long.
3rd high.
Note:—For exhibition work, (a) put the poorest diver on hands and knees. All the others dive over him. Then next poorest diver beside him, etc., etc. (b) Have one boy doing headstand with legs spread. Others diving between his legs. (c) Boys diving through burning hoop.

5. Fish Flop.
a. Lie on stomach, hands on floor below chest.
b. Feet close together and toes pointed.
c. Flop over onto back, using only the hands and feet. Keep the body stiff.
*6. Bridge.
7. Elephant Walk.
a. From standing position bend forward and place hands on floor.
b. Keep as near to toes as possible. Walk without bending knees.
*8. Cartwheel.
9. Round-off.
a. Take short run, striking hands on floor in front of feet.
b. Let the left strike a little before the right, as in the cartwheel.
c. Twist around so as to land opposite from starting position.
*10. Headspring.



*11. Handspring.
*12. Headstand.
13. Forearm stand.
a. Get on hands and knees.
b. Bend the elbows and support weight on the forearms.
c. Put the head on floor, making a triangular base of the head and forearms.
d. Push up, supporting the weight on forearms and head.
e. Raise the head off of mat so that the forearms support the body.
f. To come out of this, do a front roll.

INDIVIDUAL TUMBLING STUNTS—DIFFICULT

These individual tumbling stunts are considerably harder than those listed as simple. They are listed according to degree of difficulty. During the learning process, a helper should be on hand, to lend assistance and to prevent bad falls.

(*Continued on page* 40)

THE NEW SCHOOL PROGRAMS
in Physical Education
for Junior and Senior High Schools
A thorough and practical method of applying a mixed schedule of
Marching - Calisthenics - Apparatus aud Tumbling
Mass Athletics
(Track and Field, Relays, Games, Contests)
Programs are Progressive, Seasonal, Skillful.
All Activities Explained.
Price $3.50 per copy
Write **DR. G. A. MAY**
Director Men's Gymnasium
University of Michigan - Ann Arbor, Michigan

To Readers of The Pentathlon:

We take this occasion to offer our felicitations to the *Middle West Society of Physical Education* on the publication of their new magazine, and our best wishes to the Officers and Editor for a successful and prosperous period of service. Such a periodical as THE PENTATHLON has long been needed, and under the skillful and intelligent guidance of its well-known and able editor, it will, we are sure, give to the profession of Physical Education a stimulus which will lead to higher heights and increased usefulness. We bespeak for THE PENTATHLON your hearty and earnest support.

We have conceived the notion that

RETROSPECT AND PROSPECT

of our publishing business may be of interest. Some eight years ago we started to specialize in books on Physical Education. We had then about sixteen titles of books on Folk Dancing and Games. It was about that time we first met Professor Bowen of Ypsilanti, who confided to us his plan for a book on which he was collaborating with the editor of THE PENTATHLON. A year passed and again we met the Professor; by this time the work had progressed far enough to give it a title. We remembered the title of a famous book by David Page, a well-known educator of several years ago, "The Theory and Practice of Teaching," and suggested THE THEORY AND PRACTICE OF ORGANIZED PLAY, which was acceptable, but when the final draft was ready we found it necessary to make two books of the manuscript, and the publication of THE PRACTICE OF ORGANIZED PLAY and THE THEORY OF ORGANIZED PLAY followed. Even publishers make mistakes, for we prophesied that the "Practice" would have the larger sale; on the contrary, the "Theory" has gone far ahead.

It was in 1921, however, two years before the "Theory" and "Practice" were published, that Miss Helen Frost brought us the manuscript of THE CLOG DANCE BOOK. Here was something new and untried, but the lady's persuasive powers overcame our reticence, and the result has been gratifying to both author and publisher.

These three books with Miss Colby's NATURAL RHYTHMS AND DANCES and Miss Wright's STORY PLAYS started us well on the road of publishing books by and for Physical Educators and Teachers. In our new catalogue of our Books on Physical Education (July, 1928) over one hundred and twenty (120) titles are given. Among those published since 1923 we mention in chronological order the books which have achieved either material or professional success:

1924

CORSAN—*Diving and Swimming*
FROST—*Clog and Character Dances*
MARSH—*Dance in Education*
STALEY—*Games, Contests and Relays*
WEGENER—*Track and Field Athletics*

(*Continued on opposite page*)

Our advertisers are supporting the "Mid-West" and deserve your patronage.

1925

MITCHELL—*Intramural Athletics*
Normal Course in Play
STALEY—*Individual and Mass Athletics*

WITTICH AND REUTER—*Exercises on the Apparatus, Tumbling and Stunts*

1926

COTTERAL—*Tumbling and Stunts for Girls and Women*
HAIRE—*Folk Costume Book*
HILLAS AND KNIGHTON—*Athletic Dances and Simple Clogs*
LA SALLE—*Play Activities*
LA SALLE—*Rhythms and Dances*

MEYER—*Hand Book of Extra-Curricular Activities in the High School*
OCKER—*Physical Education for Primary Schools*
RICE—*Brief History of Physical Education*
STALEY—*Calisthenics*

1927

ANDERSEN—*Athletic Program for Elementary Schools*
BERRY—*Philosophy of Athletics*
BOWEN—*Conduct of Physical Activities*
BRACE—*Measuring Motor Ability*
FROST—*Oriental and Character Dances*
LEHMAN AND WITTY—*Psychology of Play Activities*

NASH—*Organization and Administration of Playgrounds and Recreation*
SHAFTER—*American Indian and Other Folk Dances*
SUMPTION—*Fundamental Danish Gymnastics for Women*
SHEFFIELD—*Swimming Simplified*

The 1928 list is rather formidable:

BICKLEY—*Hand Book of Athletics* (in Press)
CUBBERLEY—*Field Hockey Analyzed*
FRYMIR—*Basketball for Women*
LOWMAN, COLESTOCK, AND COOPER—*Corrective Physical Education for Groups*
MONTGOMERY—*Volley Ball for Women*
OCKER—*Physical Education for the Second Grade* (in Press)
PALMER—*Baseball for Women* (in Press)
PANZER—*Teacher's Manual of Physical Education*

POHL AND BERGHEIM—*Dance Technique and Rhythms*
Play Areas, Their Design and Equipment
SMITH—*Natural Dance Studies*
SMITH AND COOPS—*Play Days*
STAFFORD—*Preventive and Corrective Physical Education*
STALEY—*Marching Tactics*
WEIR—*Parks: A Manual of Municipal and County Parks*

In 1923 we started *The Physical Education Hand Book* with its series of Sections, followed quickly by the series of *Pageants with a Purpose,* edited by Linwood Taft. There are now 29 different sections for the Hand Book.

If the foregoing brief and incomplete resume of our publishing activity interests you, send for our new 80-page illustrated catalogue giving the contents of each book in full with adequate descriptions. It may be had for the asking.

A. S. BARNES & COMPANY

Publishers

67 West Forty-fourth Street **New York, N. Y.**

Training a High School Football Team

CHARLES B. HOYT

Head Trainer, University of Michigan

THE TRAINING of a football squad has become increasingly important in the development of a successful team since football has evolved into an open game. As the game requires a great deal of speed, the players should be in almost as fine condition as the track men if they hope to play a creditable game. And in order that the players may have the maximum amount of speed, great attention must be paid to the equipment. It should be as light as possible, but still give the necessary protection to the growing boy. The majority of boys of the high school age are undeveloped. They are awkward and loose-jointed and are more easily injured than the college man. Therefore, they should have better protection. Furthermore, in many places, high schools have much harder fields to play on. The lightest and most practical pads are now made from a rubber composition called Sea Foam. This material gives the same amount of protection as felt pads, but is much lighter and more durable and does not absorb water or perspiration; therefore, the pad is always the same weight.

A competent doctor should examine all candidates for the squad. No coach or trainer should take the responsibility of using a boy in athletics unless he has a very complete knowledge of his physical condition. There have been several instances in which boys with hernia have been allowed to play football. The advisability of this is very questionable.

At the beginning of the season the following things should be impressed upon the squad. Each boy should report any injuries, no matter how trivial they may be. Too many boys have the idea that they will be all right tomorrow. Often a small blister, a scratch or strain develops into something serious if it is left unnoticed.

They should follow the few fundamental rules of training, such as regular rest and wholesome food. Regular hours of rest mean much to the young, growing boy. He should retire at the same hour each night, and the average boy needs more than eight hours of sleep each night, for he is indulging in very strenuous exercise and is using up a great deal of energy which can only be replaced by the necessary rest.

Of course, the diet of boys not living together cannot be regulated. The coach can only give suggestions as to the kind of food the boys should eat. The average boy who is living at home undoubtedly gets the proper food. Eating between meals must be absolutely forbidden, for this is one of the worst things that the athlete can do. The boy should eat enough at his meal time to carry him through to the next meal. Greasy and fried foods should be avoided at all times. It is important to eat plenty of fruit and vegetables. Pastry of all kinds should be eaten in moderation.

There are so many ideas being advanced regarding diet that it would be useless to discuss diet in this paper. The main suggestion to be made is concerning the type of food to be eaten before a contest. The meal should be eaten at least three hours before the time the contest takes place and should consist of the following: celery, fruit cocktail, baked potato of medium size, choice of tenderloin steak (five ounces) or eggs, dry toast, butter, weak tea if desired, and chilled but not ice water. This type of diet has been found to be very successful.

The use of water is an important item. A pailful of cold water should be on the field at all practice sessions and at games. Allow the boys to moisten the mouth and take a few swallows. But it is a bad practice to drink water during either practice or games. The squad will be much better off without it. After the workout, water should be taken at intervals and only a small amount taken until the system is cooled.

The question of the bath is quite important, as a great many boys develop the habit of staying under the showers too long. The showers should be regulated. The prolonged hot shower or the prolonged cold shower will reduce the resistance of the body. The bath should be warm at the beginning and as soon as the body is washed clean with the soap and warm water gradually change to the cold shower, which should complete the

bath. A short warm shower followed by a short cold shower is very restful as well as recuperative in its effect.

In conditioning the team, there should be a variation in the work for the first ten days. They should have ten to fifteen minutes of calisthenics and grass drill each day. In giving this drill the coach is able to get a great deal of work done in a short time and the drill is a fine thing for the whole body. Running should occupy a large part of the conditioning program. Running under punts and catching passes not only gives the necessary conditioning work but is developing skill in these phases of the game. It is a good plan to have the squad finish the day's work with an easy run from a quarter to a half mile in distance. This will develop wind and endurance. Fast starting or racing during the first seven days of work is not advisable because it is liable to cause a muscle strain on the front of the thigh. A strain at this place will cause trouble for ten to twelve days and a severe case will last longer. The squad should have at least a week of conditioning to toughen them before the scrimmages begin. By following a careful conditioning program a great many injuries will be prevented.

The amount of work that the squad should have depends on the physical condition of the boys and how far advanced they are in the technique of the game. The length of the practice period should be from one and a half to two hours, but on the day before the contest the practice should be very light and no hard work should be given. The man in charge of the practice should determine the amount of work by the reaction of his men. If the right mental condition can be maintained among the boys the physical program can be carried out without any difficulty.

The use of a weight chart is advisable as the coach can then use this for a guide in the amount of work throughout the season. The boys should always weigh before going out for practice and when coming in from the field. The best plan is to weigh stripped and before bathing. The weighing should be done by a student manager or a member of the staff. By studying the weight chart after practice the coach can tell at a glance who is working on the field. During practice on warm days the boys will lose from three to six pounds, but they should be back to normal weight by the following day. After a boy is in condition he should hold his weight throughout the season. In many cases a boy picks up one to four pounds during the season. If he falls off in weight, the cause for this must be found and the trouble remedied. If the boy loses too much weight his strength soon goes too.

On the day of the game the players should arise at their usual hour and eat breakfast at the customary time; take a brisk walk for ten or fifteen minutes, then an hour for sleep or at least stay off their feet for the remainder of the time before the contest.

The players should have ample time to dress so there will be no hurry or confusion in the dressing room. At this time the players are on edge and their surroundings should be calm. On every team there are one or two men who are very nervous and the least break or confusion in the program is liable to upset these boys and quite often this will cause a bad reaction on the rest of the team. There is really no cure for nervousness. A certain amount of this is even necessary to every athlete, but every boy in athletics must learn to control his nerves.

The squad should have from ten to fifteen minutes of easy, slow work to warm up. The main idea is to just keep moving and thus get the whole system in a loose, relaxed condition. It is a mistake for a team to come on the field and dash up and down as fast as they can. This is not only very fatiguing, but is a dangerous practice as the muscles are not ready for such severe strain. Between halves the men should lie down and relax, wipe their faces with towels soaked in ice water and dry them. It is a good plan to put a cold towel over the forehead as this helps to cool off the system and also to clear the head. Be sure that each man is all

(*Concluded on page 39*)

ROCKY MOUNTAIN TEACHERS' AGENCY
Wm. Ruffer, Ph. D., Manager
410 U. S. Natl. Bank Bldg., Denver Colo. Branch office—Minneapolis, Minn.
Largest Teachers' Agency in the West

Practicing Health Habits at School

MARGUERITE BEHRENSMEYER

Director of Health Education, Community School, St. Louis, Mo.

THE Community School is a progressive private school of seven grades from Kindergarten through the sixth grade. The present enrollment of the school is two hundred and ten children.

The purpose of the school in cooperation with the home is to promote the continuous growth of the child's possibilities; to study him as to physical, mental and social development; and then to provide in every possible way the conditions favorable to growth. The aim of the school is "Freedom leading to self control," or in other words, liberty well balanced with responsibility.

The health program is one of prevention. The normal child is taught in every way to keep the good health which is now his and to use that health in such a way that he can "live most and serve best in his work as well as his play."

The school physician and the director of health and recreation work very closely with the psychologist, the room teacher, the director of the school and the parents in trying to solve any problem that arises with a child in the school.

School Plant and Equipment

The entire school is on one floor, and all the rooms except the Kindergarten open from a large assembly hall. The assembly hall has a platform at one end and this serves as a stage for dramatic activities. The assembly hall is used for a dining hall, for rhythm and music classes and for any group activities needing a large space.

Four of the class rooms open directly out of doors. The rooms have many casement windows, which are easily adjustable. One notices immediately upon entering the school the abundance of light in every room.

A surfaced limestone chat playground has been built all around the school building. There is also one big playground, one hundred by twenty-five feet, which extends back of the school.

From the second grade on, all children have their own tables and chairs, which are given to them at the beginning of the school year and kept throughout the term. The individual tables are measured and every child is given a table of his own that is comfortable and fitted for him. We conducted an experiment with different types of chairs and are equipping the school with Do More posture chairs. These chairs are easily adjustable and we have found them extremely good in helping to maintain good sitting posture.

Physical Examinations

Before a child is admitted to the school he is given a physical examination by the school physician. A parent, preferably the mother, is required to be present. The director of health keeps all records of this type for the school physician, so that she will gain some idea of the physical condition of the child. A health card is used, on which records are kept of the physical growth, body type and posture, physical defects, acute and chronic illness, and the daily routine and habits of the child.

At the subsequent annual re-examinations, records are made of major illnesses and infections, operations or accidents, the change in the status of recognized physical defects, any new findings bearing on school life, and the character of growth.

When a condition is found in a child requiring special attention, the child is referred to his own physician for a complete examination; and any recommendations made by that physician are referred to the school physician and then carried out as far as possible by the school.

All children are weighed the first of every month by the school physician and height is taken four times during the school year —in October, January, April and June. The school physician not only weighs the child but has an opportunity to observe the child every month. A written report of the child's weight, height, and gain is sent to parents every month. Weight and height are recorded on the back of the physical examination card. The advantage of keeping it with the physical record is obvious.

Luncheons and Midday Rest

The children of the Kindergarten and first grade go home at noon. They have a mid-morning lunch of crackers and milk or

orange juice. The older children of the school may have milk just after the morning recess and in the afternoon at three o'clock.

Lunch follows a twenty-five minute play period out of doors. There are always two hot foods such as potatoes, meat, fish, eggs, fresh vegetables, a salad, bread sandwiches, and a simple dessert. A child may drink all the milk he wishes. Water is not allowed at the table.

The children sit at small tables which are set up in the assembly hall. They bring their own class room chairs to the table. Nine children and a teacher sit at each table. Two children are appointed by the room teacher to serve as the lunch committee for a week.

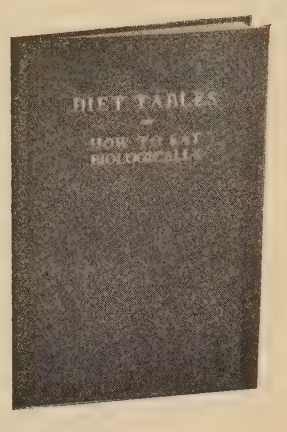
Trays with plates, knives, forks, glasses, napkins, and spoons are placed on the tables by the maids. The members of the lunch committee come in from play at 12:15 and set the tables, pour the milk, and, after the food is served by the teacher at the table, carry the plates to the children. Later they clear the table.

Thirty minutes' time is given for lunch. The teacher serves the food to the children from a common dish in portions which she knows are suitable to each individual child. Moreover, portions are served which are less than it is estimated the child will eat, and any child may have a second serving or more. Children are not allowed to make derogatory comments about food at the table.

Immediately after lunch the children of the second and third grades have a fifty-minute rest period on cots. These cots are put up by the children before they come into the assembly hall for their lunch.

Play

Except on rainy days, all play is out of doors. The children of the fourth, fifth, and sixth grades are required to stay an hour after school to play. The children of the second and third grades may stay, if they desire. There are three play periods during the school day in addition to the afternoon play. In the morning these periods run from 8:30 to 8:50, 10:30 to 10:50, and 12:00 to 12:25. All play periods are supervised and directed. Games suitable for the different age groups are played. The school has



A GUIDE TO YOUR DIET PROBLEMS

Learn how to balance your diet for health and efficiency.

DIET TABLES

and

HOW TO EAT BIOLOGICALLY

By

Dr. John Harvey Kellogg,

Medical Director, The Battle Creek Sanitarium

Gives the essential facts about biologic eating, in concise, easy to follow rules, together with a number of tables which will enable the earnest seeker to maintain a healthful, well balanced dietary. Send for complete catalog of Health Books by Dr. John Harvey Kellogg.

Modern Medicine Publishing Company

Box 46

Battle Creek Michigan

no gymnasium and all the physical education activities except the rhythm classes are carried on out of doors.

Posture and Rhythm

The children are not given definite posture exercises and only in a very few cases are special corrective exercises given to individuals. Posture is emphasized daily. The director of health checks up on the sitting posture in the rooms. The classroom teachers remind the children of their position when standing in the classroom, at luncheon, and assemblies. Good sitting posture is expected.

In the rhythm work posture is also emphasized. We feel that if a child has a well-co-ordinated body and has the opportunity of plenty of big muscle activity he will carry himself tall if such is the standard expected of him by the school and by his school mates. All teachers use the same admonitions of "sit tall" and "stand tall." It is useless, I believe, to nag children about posture, but they must be reminded occasionally in a pleasant, helpful way.

Prevention of Communicable Diseases

The preventive aspect of the health program is emphasized not only to the children but to the parents and teachers. Children who have been ill are requested to remain at home one day after they have had temperature. Children and teachers with colds are sent home and asked to remain there until the acute infection is over.

When children of the school have been exposed to a contagious disease a letter of this type is sent to the parents:

A child in the third grade has become ill with German measles. The child was in school on Wednesday and Friday, April 18th and 20th. Children in contact with her were exposed on those days. The incubation period is about ten to twenty-one days. The earliest symptoms are those of ordinary cold, such as cough, sore throat, and later the rash. Will you please observe your child at this expected term for such symptoms?

For your information, there are at the present time in the city many cases of measles and whooping cough among children. Will you please be careful about the contacts your child makes with other children suffering from the early stages of these infections? Please keep your child at home in case any signs of a cold develop and until it can be determined that these infections are not developing.

These measures are advisable to protect the other children in the school, and your co-operation is earnestly requested.

(Signature)

Conferences

The conferences which are held weekly by the director of the school, the school physician, the psychologist, and the director of health and recreation are a clearing house for all the special cases in the school. These conferences have been one of the most helpful and worthwhile projects in the school. All children who are not up to grade in some subject or who require special attention in any department are discussed. The information from these discussions is kept on file. It may be that the child is not doing well in his subject matter because he has been away from school; therefore, the number of days absent is recorded; or, he may be physically unfit; or, socially unadjusted; or, there may be home conditions requiring special attention. The classroom teacher is called into the conference and, if necessary, the parents as well. The best method of procedure for building growth in the boy or girl is discussed; and then plans are made to carry it out.

The department of health and recreation has played a vital part in these conferences, as the opportunity to build character comes so naturally on the playground. So often a child finds himself on a playground and it serves as a starting point for finding himself in his school work. If you can create in a child the feeling that here is a situation which was new and strange, but which he worked out for himself so that he earned a place on a team, then you have built something definite in that child, not only physically but mentally.

Of all the health work in the school I believe that the correlation of the health and recreation with the other departments of the school has been the greatest contribution of the department to the school. So often this department is ignored or is a department off by itself and not in close contact with the classroom life of a child. As such I do not believe its educational value is very great, but if this department can be one of a group working with the teachers and the parents in building the right ideals and standards, then we can hope that the health and recreational life of the children who have had this type of education will carry over into their adult life, not only in developing greater skill in performance of activity but in keeping physically fit. It is only through cooperation that the health department can reach and serve every child in the school.

Child Nutrition--A National Problem

Hon. Herbert Hoover recently said: "The ideal to which we should drive is that there should be no child in America that ever suffers from undernutrition and that does not receive primary instruction in the elements of hygiene and good health."

Now, the Battle Creek Food Company offers you the services of their staff of dietitians. Each one has been thoroughly trained in the Battle Creek Diet System which has proven so successful at the Battle Creek Sanitarium for the past 45 years.

No matter what your problem is, they can help you. You may be a coach and wish menus especially adapted to keep athletes in the best of condition, or you may wish menus that are suited to some particular child that is a little backward and needs food to build up energy and mental alertness.

FREE DIET SERVICE

Just a note to our dietetic department asking for the help you wish will assure you of our heartiest co-operation.

The Battle Creek Food Company

MANUFACTURER OF BATTLE CREEK SANITARIUM HEALTH FOODS

BATTLE CREEK : : : MICHIGAN

High School Cross Country Running

LLOYD OLDS

Director of Track and Intramural Athletics, Michigan State Normal College, Ypsilanti

CROSS Country Running when properly conducted is a splendid form of exercise for high school boys. The physical tests made of a group of athletes participating in the Michigan Interscholastic Cross Country Run last fall indicated that a two mile run is not a severe form of competition for high school athletes. At least six weeks' training is necessary to put the runner in the best condition for competition. Part of this time may be spent in playing football, speedball, or other sports of similar nature. The games must be of the type that gives the muscles vigorous exercise and develops endurance if they are to be used for preliminary training in cross country. It is dangerous for any growing boy to take part in running events without spending plenty of time in preparation. Nor should any boy start cross country running without having a physical examination, with especial attention given to the heart. This is just as essential for other athletic sports as for cross country running.

In starting training for a two mile course, the first two weeks' schedule should consist of the following daily work-outs: Jog at an easy pace for a quarter of a mile, then briskly walk for another quarter; alternate running with walking until three miles have been covered. As the athlete approaches condition the walking may be eliminated from the daily work-outs. A good brisk walk of two to three miles daily is splendid training for the distance runner outside of practice hours. He should be cautious in his training not to speed up the pace, or to race with team mates at the finish of a day's run.

There is a great temptation among young runners to sprint at the finish with their team mates, but this results in sore muscles and shin splints. The first two weeks of the training season are an especially good time to work in the running form. The athlete should endeavor to develop a long, easy-swinging stride. Care should be taken to run on the soles of the feet with the toes turned slightly to the inside. The arms are carried parallel to each other, the head and the weight of the body are slightly forward. and the muscles in a relaxed condition. The form is similar to that used by half and mile runners in track athletics. It is important that the athlete take good care of the feet while training. Tennis slippers or track shoes with short spikes and rubber heels are the best type of shoes to use. Basketball shoes are a very poor substitute for either of these styles. It is advisable to use light cotton or wool socks on the feet. The feet may be toughened by painting them each night after practice with tincture of Benzoin. A long sleeve jersey, track pants, and supporter are the usual equipment. During cold weather it is advisable to use long underwear of summer weight for the protection of the legs.

WORK OUT SCHEDULE FOR THIRD AND FOURTH WEEKS

Monday
Run at easy pace three miles. After work-out spend five minutes exercising the upper part of the body by chinning, push ups, or use of other apparatus.

Tuesday
Run at easy pace for mile and a half to two miles. Exercise upper part of body for five minutes.

Wednesday
Run at easy pace three miles. Exercise upper part of body for five minutes.

Thursday
Run at easy pace a mile and a half to two miles. Exercise upper part of body for five minutes.

Friday
Run at easy pace three miles. Exercise upper part of body for five minutes.

Saturday
Rest.

WORK OUT SCHEDULE FOR FIFTH AND SIXTH WEEKS

Monday
Run at easy pace two and a half miles. Body exercise five minutes.

Tuesday
Run one and a half or one and three-quarters miles at racing speed. (Use watch.) No body exercise.

Wednesday
Run at easy pace two and a half miles. Body exercise five minutes.

Thursday
Run one and a half or one and three-quarters miles at racing speed. (Use watch.) No body exercise.

Friday
Run two miles at easy pace. Sprint the last three hundred yards. Body exercise for five minutes.

Saturday
Rest.

PASTOR STOP WATCH

A time-piece and fifth-second stop-watch combined. Type preferred by teachers of Physical Education. Fully Guaranteed. Nickel finish. Unbreakable crystal. Although lowest in price it is the most robust of all stop-watches. $10.00 each. Quantity discounts.

Other sports timers at lowest prices consistent with excellent quality. Write for Circular P.

THE STERLING STOP-WATCH CO., INC.
15 East 26th St., New York, N. Y.

Following the above schedule the athlete will use three types of running, over-distance for endurance, under-distance for speed, and the full distance of the race for pace. The watch should be used in running the under-distance to assist the athlete to judge his pace. The watch may be carried by the runner, and this will enable him to check the time at different points of the work-out. Generally the time is taken at the half, mile, and mile and a half. By this method an athlete may acquire knowledge of pace and the speed he is capable of carrying through the entire race.

The first and last halves of the two miles should be a few seconds faster than the second and third halves, which are about similar in time. The athlete should never loaf at the beginning of the race, but should learn to step out briskly while he is fresh.

SUGGESTED TIME SCHEDULE

880	Mile	Mile and Half	Two Mile
2′50″	5′49″	8′48″	11′44⅘″
2′55″	5′55″	8′57″	12′00″
3′05″	6′10″	9′15″	12′20″
3′15″	6′30″	9′45″	13′00″
3′30″	7′00″	10′30″	14′00″
3′40″	7′32″	11′18″	15′00″

After the athlete is in condition, the weight should be watched carefully. Weight lost in work-outs should be gained back the next day. A steady loss of weight after the athlete is in condition usually indicates too much work. Three days rest is advisable before competition.

The athlete should eliminate all rich and fried foods from the diet. He should avoid large quantities of liquids, such as milk and water, just before competition. A light meal should be taken by the runner not later than two and one-half hours before competition. Many times a runner's success or failure in cross country running is determined by the condition of his stomach.

The athlete should secure at least eight hours sleep each night and more if possible. Good habits of living are very essential for the athlete who wishes to meet with success on the cross country course.

What School Administrators Expect from the Physical Education Department

(*Continued from page* 9)

uniforms, punctual, and express all the things we preach, such as health, sportsmanship, etc. Example is a great teacher, and no member of the faculty has a greater opportunity to teach through example than the physical educator.

The thrilling and challenging thing about it all is that in physical education we are on the threshold of making good our profession in the field of general education. We have better leaders trained as real teachers. We have better programs with real educational content. We are organizing and systematizing our classes to get not only present but future results.

To be in the profession and on the job when all this is happening, to develop a real profession that is occupying a major place in the future scheme of education, is a rare opportunity. The new education based on the discoveries in biochemistry and the appreciation of emotional controls will give a central place to physical education.

There is work to be done to prepare ourselves to meet the task that is rapidly being thrust upon us. Let us give to Kipling's "unforgiving sixty minutes" all the power we have and the best that is in us for the sake of a profession that in years to come will be first in its education content.

Fencing Adapted to Mass Drill

JOHN JOHNSTONE

Supervisor of Physical Education, Pontiac, Michigan.

INTEREST in fencing has been growing, slowly but steadily. The interest, naturally is in fencing as a sport, not as a means of self-defense against enemies nor as a means of vindicating one's "honor." The last war, of course, gave some impetus because of natural association, but the present interest comes both from the sport and the health factor. Colleges, consequently, and more recently high schools, have been introducing fencing as a varsity and intramural sport. It is rapidly attaining popularity with women students as well. The rivalry and publicity accompanying fencing in the Olympic Games are also arousing keener interest.

The sport side will be with us as long as fiction is written and read and dramas are portrayed. The literature of the last three hundred years is filled with fencing bouts. The student studying Shakespeare and the other Elizabethans cannot escape reading about fencing; in Dumas, Scott, and Stevenson he finds pages filled with the ring of steel; and when he turns to Sabatini for modern fiction he again is thrilled by the brave deeds accomplished by the sword. The movies of the present day also overflow with the swordsmanship of Douglas Fairbanks, Valentino, Ronald Colman, and a host of others. The youngsters react to the movies by getting out in the streets with their wooden swords, while older youths seek the grace and skill of the movie artists in the fencing rooms of our gymnasiums.

But fencing has another factor that gives it real validity in a physical education program: health! It gives excellent co-ordination of body and develops harmony in the physical organism. Furthermore, investigation shows that it is extremely beneficial as a corrective and reducing exercise, and consequently it is an ideal sport not only for men and boys but also for women and girls. It is this factor of health that secures the interest of the physical director in introducing fencing into his gymnasium program. In doing this, he finds a ready acceptance, for the sport holds a thrill for its participants. Possessing both high interest and health values, as it does, and with the unlimited possibilities of technique that it holds out to its more devoted followers, fencing necessarily deserves serious consideration in the modern curriculum of physical education and athletics.

Fencing is also valuable from the educational standpoint. An intimate knowledge of this sport can make literature really alive, for the amateur fencer can imagine vividly the scenes in many a novel and drama, and in history. Again, it adds new life to the routine of gymnasium work, when mass drill is put into the program. And, finally, it has something of carry-over value as an adult exercise and recreation. The sport can easily be continued after school days are over because it demands only two people for competition and not a great deal of space.

The mass drill is excellent for exercises in the gymnasium program, and also makes a fine addition to the exhibition work of the physical education department. The mass fencing drill adds effectively to such a demonstration of physical education activities and may, if desired, be interspersed with bouts by the star fencing performers. Indirectly, our school has derived other advantages from the emphasis we give to this sport, for we have loaned our best fencers to the English Department when it has put on plays that called for fencing bouts.

This article, of course, puts its main emphasis on mass drill for the gymnasium, and consequently the fundamentals that can be acquired by all the students in the class are given the main consideration. For mass instruction, the ordinary gymnasium wands can be used to good advantage, and therefore there need be no expense for equipment unless it is desired to give intensive training to some of the more capable students.

PROGRAM

Opening Ranks: Same as for calisthenic exercises, with sword at the slope. Halt when in Position.

1. **First Exercise:** Carry swords. Recover swords and the salute. Begin. Count in slow time from 1 to 6.
2. **Second Exercise:** Position first. Sword in line. Begin. Count in slow time from 1to 6.

3. **Third Exercise:** On Guard—Rest. *On Guard—Rest.* Count 1 to 2.
4. **Fourth Exercise:** Advance—Retire. Lunge, Re-attack, Rear Lunge. Then jump backwards.
   By Command—Advance
   —Retire
   —Lunge
   —Re-attack
   —Rear Lunge
   Jump Backwards—Jump.
5. **Fifth Exercise:** Parrying Practice. Begin.
   1st Parry
   2nd Parry
   3rd Parry
   4th Parry
   5th Parry
   6th Parry
   1st Parry—Slope Swords.
6. **Sixth Exercise:** Pointing Practice—Begin. Combinations of previous exercises, going in order from 1 to 6 and then at end to 1st and slope swords.
   1st Parry—Lunge—1st Parry
   2nd Parry—Lunge—2nd Parry
   3rd Parry—Lunge—3rd Parry
   4th Parry—Lunge—4th Parry
   5th Parry—Lunge—5th Parry
   6th Parry—Lunge—6th Parry
   1st Parry—Slope swords.

to slip through any time the champ breaks his stride.

These fellows over here have thoroughness, you know, a simpler way of life with fewer cabarets to distract attention, plenty of native stamina, and a lot of the old fighting spirit. I think they have laid off us a bit since things started, but at the outset the slogan was unitedly to take the U. S. A. I doubt that it is anything more than the natural desire to hop onto the big guy and finish him off first. But it was evident. European rivalries were forgotten in the scramble to climb onto us. I believe that feeling has been greatly changed largely by our athletes themselves on the field. I haven't seen the others doing it except in isolated cases, but the Americans almost invariably walk over to the winner after he has beaten them, give him a pat on the shoulder and their congratulations. It has had an effect, I believe, as has also the cheering of the winner by the American spectators in an improvised yell led by a Notre Dame cheerleader, whose antics amazed the Europeans.

No. 400
Gym Oxford

GYMNASIUM SHOES

WRITE for CATALOGUE and NAME OF NEAREST DEALER for SAMPLES

Our gymnasium shoes are scientifically constructed. If you want something special, consult us. We can make it up for you.

No. 188
Dancing
Sandal

BROOKS SHOE MFG. CO.

1725-31 North Sixth Street Philadelphia, Pa.

7. **Seventh Exercise:** Cutting Practice—Begin. Combinations of parries and cuts.
   1st Parry—Cut One—1st Parry
   2nd Parry—Cut Two—2nd Parry
   3rd Parry—Cut Three—3rd Parry
   4th Parry—Cut Four—4th Parry
   5th Parry—Cut Five—5th Parry
   6th Parry—Cut Six—6th Parry.
8. **Slope Swords** (As in No. 1).
9. **Close Ranks** (As in calisthenics).
10. **March, leaving floor.**

(Detailed explanation with illustrations of exercises in following issue.)

Close-ups of the Olympic Games

(Continued from page 13)

football series, British India the hockey. The point is that honors are on the way around a larger circle. No one nation is going to monopolize them, regardless of its size or training system. Somebody is just about as good, half way round the world, and is likely

I don't think we have much to learn in technique. Our form is not inferior, whereas that of the others is inferior in many instances. The only bunch that outclasses us is the group of distance runners, with a different running carriage of possible significance. I got some movies of them, and can illustrate that point later on my return. The champion javelin thrower, a Finn as expected, has an interesting hopping run with an unusual shoulder swing. Aside from that I think the story is condition, native stamina, and selection for the conditions that obtain in the meet. Those will determine future results, I feel certain, with increasingly keen competition.

AMERICAN COLLEGE OF PHYSICAL EDUCATION

ACCREDITED **CO-EDUCATIONAL**

Two year diploma, three and four year B. P. E. Degree courses.
One year Physiotherapy course. High school graduates admitted.
Special students accepted. Free placement bureau. Dormitory.
Fall term begins September 25th. Catalog on request.

Dept. M. W. **1019 Diversey Parkway** **Chicago, Illinois**

Suggestions on Football Line Play

(Continued from page 17)

must meet both opponents at the same time, makes for two entirely different techniques.

No. 3—Defensive Guard Breaking Through.
Defensive man (white) has side stepped one opponent, concentrated his attack on other and driven him back; is now ready to step through into opponent's backfield.

Defensive Guards

The defensive guards should play very low with one or both hands on the ground. They must be well braced to withstand a very hard initial charge. At the same time they should have their feet sufficiently well under them to permit changing direction. A guard is not called upon to cover as much territory as the tackles or ends, but the territory he does guard is stubborn ground. His primary job is to get across the line of scrimmage for a yard or two into the opponent's territory. He should be of a compact, solid build, if possible, and should do practically all of his playing close to the ground.

Of the many stunts employed by defensive guards, there are three, in my opinion, that can be learned most easily and employed most successfully by the average player. They are as follows:

1. Side Step One and Play One (No. 3)

In this method the lineman takes a position usually somewhat more in front of one opponent than the other. As the opponent in front of him charges at him he steps quickly across in front of the other man and at the same time plays him hard with his hands. The whole force of his charge is concentrated upon this second man and because he has the use of his hands he should be able to handle him satisfactorily. If he has stepped across abruptly enough the first opponent will usually slide by in his attempt to hit him. Then, if he has held up the other man, he will be able to step back into the lane vacated by the first man. Usually this method is more successful if the lineman sidesteps the opponent who charges the fastest and plays with his hands the one who is slightly slower in the charge.

2. Submarine Under (No. 4)

In doing this the defensive guard should throw his head and shoulders flat upon the ground underneath the knees of the two opponents, after having feinted a higher charge. His feet should be drawn up under him. Then, as the opponents charge over the top of him, he can raise up and be in a perfect position to tackle anything coming his way. At the worst this method will pile up the three line-

No. 4—Defensive Guard Going Under.
Man in white threw shoulders flat on ground. Then, as opponents charged, he raised up and is now ready to jump to his feet.

men on the line of scrimmage, which will usually prevent a gain at that spot, while at best it puts a man through the line for a clean tackle. This is, perhaps, the safest method for a defensive guard to use when he is anticipating a mass attack over his territory.

3. Leap-frog or Hurdle Over

This is rather dangerous and should not be attempted unless it is practiced thoroughly. In hurdling over the line, a lineman should place one hand on the back of each opponent's neck, swing one leg over their heads, then push their heads sharply down with the hands, at the same time jumping from the rear foot, then letting that leg go limp. The opponents will usually hit this rear leg in their charge, but that does not bother the defensive lineman because he already has one of his legs over the opponents to land on. When the opponents hit the rear leg it merely swings up free, then slides over. A clever lineman, especially one with rather long legs, can make two offensive linemen look foolish on this play. The only disadvantage is that if the opponents should anticipate this maneuver they could raise up sharply and take the defensive man clear out of the play. Its value is in deception rather than strength.

Another method of going over the line, which is a little more certain, but does not put one into the opponents' backfield so quickly, is to dive straight over in the manner of a dive from a spring-board. The opponent will probably hit one's knees or legs as he is going over, but they should merely swing free, the player coming down on his hands. After striking the ground with the hands the feet should be drawn up quickly, ready for another charge forward.

Defensive Tackles

The defensive tackle can play much more loosely than the guard because he is more

No. 5—Stance of Defensive Tackle.
Right tackle. Inside foot slightly forward; hands ready for use. Body collected and in good balance.

in the open and has room to maneuver. Also, he must cover more ground than the guard. For these reasons the defensive tackle plays

WILLIAM
SCHRIDDE
COMPANY

Chicago's Foremost
Trophy Manufacturer

Manufacturers
of High Grade

Medals
Prize Cups
Trophy Shields
Banners
Badges
Etc.

107-109 North Wacker Drive
(formerly Market Street)
Chicago, Ill.

Complete Illustrated Catalogue on Request

higher than the guard. He assumes a position with a fairly low crouch, but with feet under and hands up. Usually he is in better position with his outside foot back (No. 5).

Some of the stunts that can be employed by the defensive tackle are as follows:

1. Straight, Hard Jolt with Both Hands on the Opponent's Shoulders

The object of this is to drive the opponent straight back. A tackle must be strong and must

No. 6—Charge of Defensive Tackle.

Left tackle charging opposing end from an outside position. Arms extended; body lines are practically straight, and thus provide the maximum strength.

make his charge fast and hard in order to dispose of the end in this manner.

2. Jolt the Opponent with One Hand on the Neck and the Other Hand on the Ribs (No. 6)

This has the advantage of holding the opponent away from one's body and usually will drive him to the inside. The tackle can drive his opponent into any inside play and is in a position to cover, himself, anything that comes outside.

3. Straight Sidestep

Merely stand with weight balanced and the feet under control until the opponent charges, then glide —not jump—straight to one side or the other, causing the opponent to miss.

4. Fade-away Step (No. 7)

Stand with the foot nearer the opponent forward. Give him this leg as a target to shoot at. Leave this forward leg in place until after the opponent has charged and definitely committed himself, then step straight back and to the outside with the forward leg, leaving the rear foot in place. The opponent hits at the spot where the forward leg was, but when he gets there the leg and body have moved. The opponent slides by and usually falls on the ground. If necessary, he can be helped by by the use of the hands.

5. Feint to One Side, Then Sidestep to the Other

If the opponent is inclined to delay his charge until the defensive tackle indicates which way he is going, he can frequently be fooled by feinting a step to the right or left with the foot on that side, causing the opponent to commit himself. Then a quick sidestep to the opposite side will put the tackle in the clear and in position to meet the play.

Here, again, it is a contest of wits between the two men. A fast charging end should be easily sidestepped by a clever tackle. An end that hesitates cannot be so easily sidestepped, but he can be driven back with a hard charge with the hands and arms. The defensive tackle, therefore, has to make up his mind before the ball is snapped what he is going to try to do. If, from previous observations of his opponent, he anticipates a fast charge, he should use either the sidestep or the fade-away. If he anticipates a slightly delayed charge, he should feint one way and sidestep the other. If he thinks the opponent is apt to wait until he entirely commits himself before charging, then he should charge straight into the end with all the force he has, driving him straight back with his hands and arms.

The tackle must remember that disposing of the end is only the first of his several duties. After he gets rid of the end there is at least one back and sometimes two that

No. 7—The Fade Away Step.

Defensive right tackle (black). From original stance (see No. 5) he has drawn left leg back, causing opponent to miss. Is now ready to shove opponent on by and to step ahead into the play as shown in No. 8.

are assigned to take him out of the play. He must, therefore, dispose of the end as quickly as possible and must always be in position after getting rid of the end. That is, he cannot be off balance, but must maintain a good stance, with his feet spread and

ATHLETIC SUPPLIES

EQUIPMENT FOR EVERY SPORT
TEAMS OUTFITTED AT SCHOOL PRICES
PROMPT SERVICE — REASONABLE PRICES
MAIL ORDERS GIVEN SPECIAL ATTENTION
A FULL LINE OF GYMNASIUM CLOTHING

Publishers of the Official Speedball Rule Book

GEORGE MOE
"Sport Shop"

Ann Arbor Michigan

well under him, his body crouched and well balanced, and his hands in position to use on the oncoming back. (No. 8)

No. 8—Position of Defensive Tackle after Disposing of offensive End.

Body crouched and well balanced over the feet.. An adaptable position. Can side step or use hands as situation demands.

It must be remembered that no stunt will work very frequently if it is anticipated by the opponent. The success of defensive line play depends upon versatility and the ability to out-guess the opponent, coupled with skill, agility, and speed.

Leisure-Time Activities in Soviet Russia

(*Continued from page* 11)

only hand-workers playing on the foreign teams, a ruling which often causes considerable inconvenience to foreign teams. One of the managers, however, told me that this regulation is being more and more broadly interpreted, for the Soviet administrators are now beginning to appreciate the importance of mental workers.

While in Moscow I witnessed a championship inter-factory soccer match. There were three or four thousand enthusiastic fans present when the game started at six o'clock in the evening after the day's work. Aside from the native blouses and leather boots, one might have been, from all appearances, in either London or New York witnessing a match.

Outdoor basketball is a new sport for Russia, but is growing annually in popularity. I found no gymnasiums in Russia. In fact, athletics as we know it, is in its infancy; but it is indeed a very healthy youngster with a very promising future.

The factory gardens are used extensively in the summer for band concerts, outdoor motion pictures, and dances. The beauty of

the dances I enjoyed very much, especially the aesthetic and folk dances. Social dancing was also popular, but the Charleston is banned as an immoral *bourgeoise* dissipation. The motion pictures are all locally made and invariably have an obvious purpose or moral.

The factory club house is one of the most interesting and unusual phases of the Soviet recreational program. The club might better be called a manual arts house or a hobby club, for it contains little of the common clubhouse facilities or equipment. Radio, photography, painting, sculpturing, music, books, small domestic animals, sewing, electricity, chemistry, and museums are some of the varieties of arts, manual and fine that have space in these club houses. The men and women easily find some hobby in this wide variety to re-create or express themselves in their leisure time. This again is part of the broad program of using free time purposefully and productively. Directors of the houses tell with considerable pride about exceptional talent uncovered, and they frequently have impressive creations on display.

Russia lacks both money and teachers to carry on an intensive educational program. At the present time she cannot even educate all her children, and they must receive attention to guarantee the continuance of the present form of government. The adults also cannot be neglected, for the immediate future of Russia rests with them; consequently, an endeavor is being made to reach them through lectures, museums, art galleries, and posters in their spare time.

Russian cities, I believe, have more museums and churches in proportion to the population than the cities of any other nation in the world. There is a local saying that there are "thirty times thirty churches in Moscow." This does not mean that there are literally thirty times thirty churches, but it signifies some large, almost incalculable number. The same is true of museums and art galleries. The building of places of worship and display have apparently been hobbies of the Czars and their courts. Since the revolution and the Communistic attack on religion, the churches have been dwindling in membership, so one by one the beautiful churches are being converted into schools and more museums.

Yet, the integral part that religion has formerly played in the life of the common people must be considered as an important factor in organizing the free time of the people. The waking-hours of the peasant and the proletariat before the revolution were occupied almost entirely by work and religious exercises. Since the Communists believe that "Religion is the opiate of the people," they face the problem of finding and substituting something equally powerful to occupy the people's leisure hours, which, incidentally, have been considerably increased since the national acceptance of the eight hour day. How to keep the people contented and at the same time doing something constructive and uplifting is the problem. The museum and the gallery offer one solution that is now under trial.

Easily accessible free display buildings of every description — health, anti-alcoholic, farm, war, revolution, anti-imperialistic, ethnological, historical, fine arts, academic, manual arts, and nature — are scattered throughout the cities. Guides and lecturers help the visitors to understand the exhibits. Groups of factory workers are conducted through the various displays in an organized way from time to time. Officials feel that in this manner much necessary knowledge is being disseminated, loyalty is being secured, and the leisure problem is being partially solved.

The preceding descriptions have dealt entirely with the adult city worker. A similar plan is in operation for the boys and girls under twenty-one years of age. The peasant, professional classes, and small business men, however, have been almost totally neglected and even in many instances discriminated against.

Throughout the program, the purposefulness, seriousness, and paternalism of the spare-time activities are apparent. There is little play for play's sake. It is impossible, however, for us to understand completely the psychology of the Russian people or the government. We little comprehend the meaning of the corrupt and cruel Czarist's regimes, Russia's disastrous part in the World War, the misery, terror, and disorganization of the political and social revolutions, the suspense of the invasion, and the suffering and death due to the famine.

Certainly the problem of leisure is large and intricate in all countries, and momentarily becoming more so. Much study and experiment is still necessary, and all light should be welcomed; but the program must always be carefully considered and organized according to the social history of the group in question and the resources available.

Physical Education Viewed from the Standpoint of Education

(*Continued from page 6*)

Waterloo was won on the play fields of England; but what kind of battles are you going to win in the moral sphere when players are coached by men who neglect their real opportunities under the delusion that their sole purpose is to win games?

In conclusion, then, may I summarize by mentioning three problems: the military influence in the schools, the separation of physical education from life activities, and the present practice of selecting teachers or directors of physical education. What you as educators think of these problems and the answers you help form will determine what shall be done with them. To help in answering them with reference to your own educational standards, I have discussed three objectives: the development of organic vigor, the development of neuro-muscular skills, and the development of attitudes.

Training a High School Football Team

(*Continued from page 25*)

right in every way before returning to the field. The dressing room, of course, should be well ventilated and the room should be cool though not cold.

The man who has charge of the injuries of the team should be capable and whole hearted about his work. He must possess an unlimited amount of patience and be very calm and certain in everything that he does. The boys must have confidence and faith in his ability and in everything that he does. And he must be very careful in the prevention of injuries, for a few injuries can soon wreck a good team. He must be on the lookout continuously and be one step ahead of all injuries. And last of all, let it be understood that every trainer or coach should be willing to cooperate with a medical adviser. Any school which has its athletic teams should furnish a medical adviser who shall be available for consultation at any time. Quite often serious injuries occur that must be handled by a doctor. Whenever there is the least doubt about an injury or its treatment, it is the duty of the man in charge of the team to call a physician. Cooperation between the trainer or coach and the doctor will mean increased efficiency both in the care of the athletes and in the game itself.

KELLOGG SCHOOL *of* PHYSICAL EDUCATION

A Strong Department in

BATTLE CREEK COLLEGE

Offers a three-year diploma course recognized by the Department of Public Instruction of the State of Michigan, also a four-year course leading to a B. S. degree. Open to women only. Undenominational.

Instruction offered in the following:—
Athletics; Dancing; Games; Formal Gymnastics; Swimming; Play and Playgrounds; Kinesiology; Pageantry; Music Appreciation; Theory of the Dance; Theory of Athletics; Summer Camp Course.

Corrective gymnastics and diet receive careful consideration. Wholesome college atmosphere. Graduates occupy excellent positions.

BATTLE CREEK COLLEGE

IS DEDICATED TO

RACE BETTERMENT

Other schools of the College are the School of Nursing, the School of Home Economics, and the School of Music. It is a member of the North Central Association of Colleges and Secondary Schools and offers B. S. and B. A. degrees. Write for catalog.

PAUL F. VOELKER
President of the College

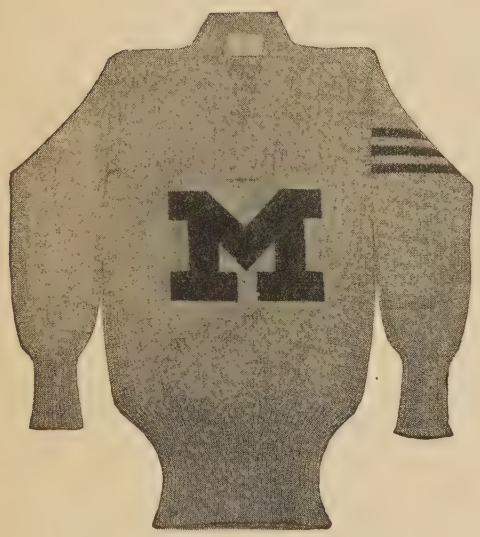
JESSIE B. CAMERON
Director, School of
Physical Education

For further information, address—

CORA L. HOPPOUGH, Registrar
Battle Creek College, Battle Creek, Mich.

Triple Knit
TRIPLEWEAR REINFORCED

HONOR SWEATERS



Style 9-V - used by **University of Michigan** and other prominent colleges

ALL STYLES MANY WEIGHTS

SUNFAST COLORS

Our dyer will match your shade perfectly

CHENILLE LETTERS SERVICE STRIPES
Deliveries—five to ten days

FROM FACTORY TO YOU

AT FACTORY PRICES

Ask for Catalogue

Warm-up Garments - Jerseys - Uniforms
Sweat Sox - Sweat Shirts - Pants - Gym Shirts

SAMPLES ON REQUEST

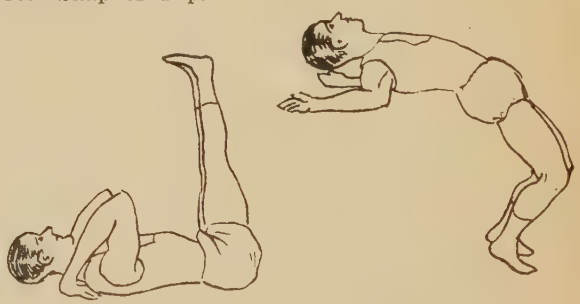
Trojan Athletic Wear Co.

BAY CITY - MICHIGAN

Progressive Tumbling Stunts and Acts

(*Continued from page 21*)

1. Back Roll to Headstand.
   a. Back roll, shoot the feet high and catch a balance on the head.
2. Back Roll to Handstand.
   a. Back roll, shoot feet high and catch a balance on the hands.
3. Chest Roll.
   a. Start from kneeling position.
   b. Arch the back and hold head far back.
   c. Rock forward on stomach and chest.
   d. As the roll forward is made the hands strike the mat in front of chest.
   e. A strong shove with hands will bring one into a headstand. (Can also go into a handstand from this.)
4. Handstand. (Previously explained.)
5. Push to Handstand from Headstand.
   a. Take headstand.
   b. Bend at the waist and let the feet almost touch the mat.
   c. Snap the feet up and push with the arms.
6. One Hand Handspring.
   a. Executed same as regular handspring. Keep all the weight on the one arm.
7. Walking on Hands.
   a. Assume the handstand position.
   b. Short steps with the hands.
   c. Many times one is able to walk on his hands before he is able to do a stationary balance.
8. Back Limber or Great Arch.
   a. Have someone on hands and knees.
   b. Stand beside him, extend the hands backward over head.
   c. Bend backward until the hands touch the floor.
9. Walking on Hands, Touching Hands to Chest.
   a. As you walk on the hands alternate bringing the hands to the chest.
   b. The weight is shifted each time to the opposite arm.
   c. This is good practice for the one handstand.
10. Snap or Kip.



   a. Have someone place his hands on your neck as you lie on back.
   b. Roll back on shoulders with hands on mat in back of head.
   c. Snap the legs up and forward at same time pushing with the arms.
   d. Double the feet in under quickly.
11. Cradle.
   a. After learning the kip, do several in succession.

Your Notes and Outlines in *Mimeographed* form are appreciated by students

Over 2200 texts and manuals were mimeographed by us during the first seven months of 1928 for 2138 Educators in 243 different Colleges all over the country.

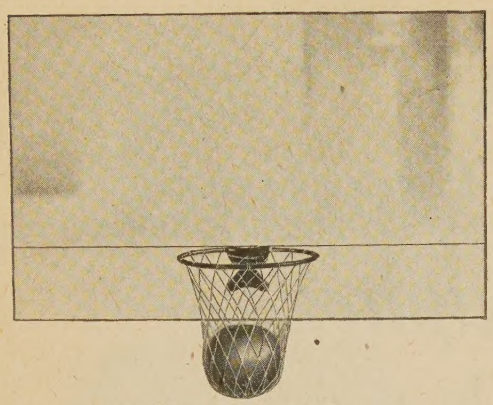
Send Sample Pages for Quotation to

EDWARDS BROTHERS

PUBLISHERS BY MIMEOGRAPH PROCESS

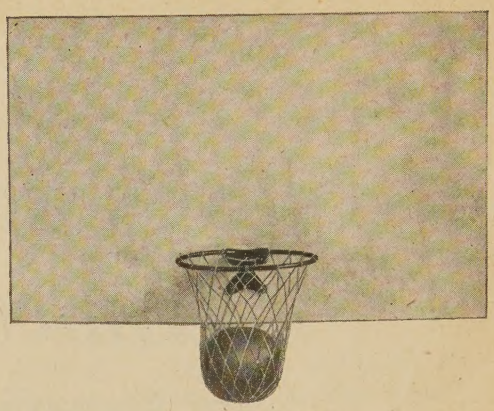
Ann Arbor, Michigan

Maximum Resiliency—Perfect Surface



THE SCHOMMER
"GOLD SEAL"
Vitrolite Basket Ball Backboard
(Pat. applied for)

Made in One Piece—No Cracks



THE SCHOMMER
"METAL"
Basket Ball Backboard
(Pat. applied for)

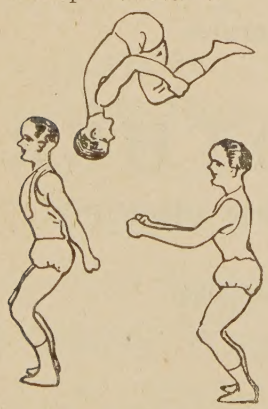
**Write for our complete catalogue of
High Grade Gymnasium Equipment**

Chicago Gymnasium Equipment Company

1835 West Lake St. **CHICAGO, ILL.**

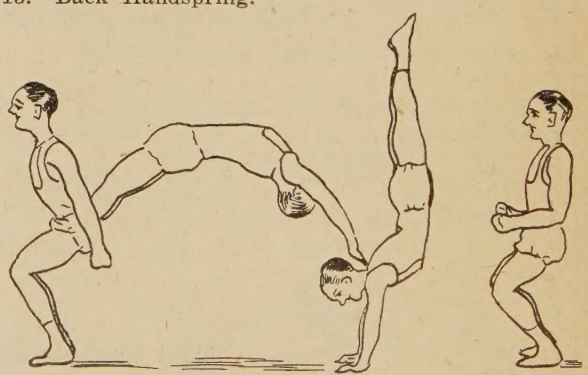
b. As soon as the feet strike the floor and while the body is still close to the floor, drop back on the shoulders.
c. Kip immediately and again drop back on shoulders.

12. Back Flip.
a. Have a helper stand in back and grasp you with both hands by the neck. Attempt the back flip, just bucking against him. Jump high and bring the knees up each time. This will enable one to get height.
b. Have on a heavy belt, someone standing on each side holding. Do the same movement as was done against the hands. This belt develops confidence.



c. When you are fairly sure, have someone on their knees ready to flip you over by means of slapping the buttocks.

13. Back Handspring.



a. Have either a rolled mat or someone on their hands and knees.
b. Bend back over this.
c. When the hands touch the floor throw the feet over.
d. Faster and surer and work into it.
e. After removing the rolled mat or the helper on hands and knees, have someone to assist until confidence is gained. Have him on his knees ready to strike the buttocks and throw you over.

14. Front Flip.
a. Have a rolled mat or some individual on his hands and knees.
b. Do front rolls over this, leading up to roll without hands.
c. Continue, work for height and soon the full flip will be the result.

(*To be continued in next issue*)

School Circuses and Pageants

(*Continued from page* 19)

tivities was begun at once, but the idea of the circus was kept before the children and any ideas brought from the outside were welcomed, discussed, and used, if acceptable to the group. These outside suggestions would deal with costumes, stunts, dances, drills, or with the arrangement and method of introducing these various features.

Finally, each class made a choice as to which part of the circus it wished to be responsible for—and the circus was fully under way. More specific details as to how each of these performances was worked up, with the actual program in each case, will be given in a later article.

After four years of experience and experiment in the same community, we have found certain resultant values about which there seems to be little question.

In the first place, the fact that the performance is a circus creates at once an atmosphere of mutual democratic enjoyment between the entertainers and the entertained. The children thoroughly enjoy their own performance. Part of this is due to the fact that such splendid opportunity is given the timid child to lose himself in the part he plays, for the emphasis is on the group and not the individual.

Another value lies in the increased appreciation, on the part of the parents, of the work of the group as a whole, because each parent sees his child always as a part of the group.

Furthermore, these circuses have given a tangible purpose to the daily physical training program, one well within the experience of the child and within his ability to participate completely in each day's activities.

In connection with the value of these projects from the standpoint of the children, should be mentioned the influence that the costuming has upon the personal lives of many of them. To some it is their one rare chance to dress up, to revel in a wild clownishness; or to be, for a night, gorgeously beautiful. The cost of the these costumes is so carefully figured that a surprisingly low minimum is reached. When it is found that a child cannot pay for his costume, the school furnishes it for him, as it can well afford to do, since these performances more than pay for themselves financially, as well as in the more important ways. But those costumes for which the child pays remain his own.

We have had more than one amusing experience in persuading store keepers to furnish us with materials at low prices, as per the occasion when, after trotting back and forth between two shops four times, the cost of paper cambric was reduced from fifteen to eleven cents per yard—a cent a trip.

Among other things it has developed a power of imagination in places and upon occasions which seemed least productive of that sort of thing. Originally it was thought that only dances, marches, and squad activities could be used. Then it was discovered that certain relay games could be introduced as well as some of the apparatus in the playground efficiency tests. For the balance beam was camouflaged to look like a tight-rope, and marvelous tight-rope stunts became part of the program. The children conceived and carried out work on the balance beam which neither they nor their instructor would have thought possible had they not had the inspiration of the circus performance to spur them to the more ambitious effort.

In addition to all the advantages that have been ennumerated, this yearly event has become a tradition; and this, in the opinion of the principal of the school, has been not the least of its values.

(A complete description of a circus will be given in the next issue)

THE CHICAGO NORMAL SCHOOL of Physical Education
FOR WOMEN ACCREDITED

Our graduates become Physical Education Supervisors, Playground and Community Center Directors, Dancing Teachers, Swimming Instructors, Camp Counselors. Thorough practical and scientific courses in all branches of Physical Education.

Playground courses of 1 year; 2-year normal course with diploma; 3-year normal course with B. P. E. degree. Complete equipment, fine dormitories. Graduates of standard high schools admitted without examination. Classes begin in September and February. Summer camp in Wisconsin. For catalog, write Frances Musselman, Director, Box 698, 5026 Greenwood Avenue, Chicago, Illinois.

OUR CONTRIBUTORS

Jesse Feiring Williams, M. D.: Professor of Physical Education, Teachers College, Columbia University. Has previously instructed at Oberlin Academy, New York School for the Blind, University of Cincinnati; also Lieut. M. C., U. S. Army, and Major, American Red Cross. Author of many well-known books on physical education and health: *Healthful Living, Healthful Schools, Organization and Administration of Physical Education, Personal Hygiene Applied, Textbook of Anatomy and Physiology, Hygiene and Sanitation, Principles of Physical Education.* Member of many national health and educational organizations. Listed, Who's Who in America. Internationally recognized.

James Edward Rogers: Director of the National Physical Education Service; leader in promoting state-wide legislation for physical and health education, and in elevating standards and programs of this profession. Graduate studies at University of California, in England, and in Germany. In early career helped to organize camps, public school athletic leagues, and physical education societies in the West. Holds many prominent national offices, including President of the School Health and Physical Education Department of the National Education Association. Has conducted many institutes for training recreation directors. Well-known lecturer, promoter, teacher, and writer.

Elroy Guckert: First athletic experience at Grand Rapids South High School, where he coached state championship football teams; Athletic Director at Hillsdale College; graduate student in Sociology at Columbia University and the University of Michigan; has recently travelled extensively in Europe, Russia, China, Korea, and Japan.

V. K. Brown: Superintendent of Playgrounds and Sports, South Park System, Chicago, generally accredited as the largest playground system in the world; Editor of the Recreation Department, Parks and Recreation Magazine.

Elton E. Wieman: Varsity Coach in Football, University of Michigan; Captain Football team during senior year at Michigan; All-Western Tackle; Unusual distinction of making Phi Beta Kappa.

Marianne Bard: As director of Girls' Physical Education, has developed strong community spirit through the circuses and pageants she has promoted. Gives special courses in these activities in the Michigan State Normal summer school.

Earl Riskey: Director of Physical Education and Community Recreation, Ypsilanti, Michigan. An expert swimmer and gymnast, and adept in all sports. Previously coached gym teams which have taken national tours.

Charles Hoyt: Captain of track team while at Grinnell College; joint holder of inter-scholastic record for the 100-yard dash; until 1924 held world's record for the 220-yard dash on a curved track. Now head trainer of all athletic teams at the University of Michigan.

Marguerite Behrensmeyer: Director of Health Education, Community School, St. Louis, Missouri. At the Mid-West Convention, the Private School Section devoted its entire session to the discussion of the paper given in this issue.

Lloyd Olds: Star distance runner in high school and college; has had outstanding success as track coach and organizer of intramural athletics at Michigan State Normal College. Has been instrumental in organizing state meets in high school cross country.

John Johnstone: Supervisor of Physical Education, Pontiac, Michigan. Received first training at the Naval School of Physical Education, Portsmouth, England. Won the All-round Championship Medal of the British Royal Navy in 1917, the Championship with Foil and Sabre of the Royal Navy, and was a member of the Royal Navy Gymnastic Team of London.

INDEX TO ADVERTISERS

Our advertisers are supporting the "Mid-West" and deserve your patronage.

Athletic Trophies

Page

Dodge and Ascher ..... Inside front cover

William Schridde Company 35

Book Publishers

A. S. Barnes & Co. ..... 22 and 23

Edwards Brothers, Mimeographers 41

Modern Medicine Company 27

Physical Training Programs 21

Field and Gymnasium Equipment

Chicago Gymnasium Equipment Co. 42

Detroit Atlas Portable Bleachers Co. ..... Inside rear cover

Physical Education Schools

American College of Physical Education 34

Chicago Normal School of Physical Education 43

Kellogg School of Physical Education 39

Sporting Goods, Clothing, Shoes, Supplies

Aldrich and Aldrich ..... Rear cover

Brooks Shoe Mfg. Co. 33

George Moe Sport Shop 37

E. R. Moore 19

Sterling Stop Watch Co. 31

Trojan Athletic Wear Co. 40

Teachers' Agencies

Clark-Brewer Coaches Bureau 17

Rocky Mountain Teachers' Agency 25

General

Battle Creek Food Co. 29

Morrison Hotel 2